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# ***Bridging the Gap***

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*A Report of the Task Force  
on the Recognition of  
Foreign Qualifications*



GOVERNMENT OF ALBERTA



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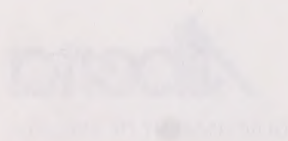
Industry Qualification Program

**Alberta**

GOVERNMENT OF ALBERTA

# Bridging the Gap

A Report of the Task Force  
on the Recognition of  
Foreign Qualifications





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## SUMMARY

The Task Force on the Recognition of Foreign Qualifications was established in December of 1988 in response to concerns expressed by a number of organizations that licensing and regulatory bodies were not properly recognizing training and experience obtained outside Canada.

As indicated in its terms of reference, the Task Force was to gather information regarding policies, statutory requirements and related factors that may impede the entry of individuals with foreign qualifications into regulated professions and trades; to identify, describe and analyze the impact of these factors, and to recommend viable solutions.

The Task Force contacted representatives from a variety of organizations concerned about or directly involved in the evaluation of foreign qualifications. These organizations included immigrant serving organizations, ethnocultural organizations, professional associations, regulatory agencies and licensing bodies for professions and trades, educational institutions and government agencies. Individuals who experienced personal difficulties in having their qualifications recognized were also contacted. These groups and individuals were asked to describe the problems and issues as they saw them and to recommend possible solutions.

Information was collected in a variety of ways. Immigrant serving organizations, ethnocultural organizations, professional associations, educational institutions and individuals were asked to complete survey questionnaires. Most professional associations and several immigrant serving organizations and ethnocultural groups also met with the Task



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Force. The Task Force investigated how other provinces and states deal with similar problems and prepared several working papers about the issues and problems identified through the consultation process.

It became apparent that, while the recognition of foreign qualifications in professions and trades poses significant problems, it is only one aspect of a much broader problem. Initially the Task Force was to review approaches and policies relating to the recognition of foreign qualifications in regulated professions and trades. However, while many people work in these professions and trades, many more do not. Yet, they too must meet established qualification requirements — those set by employers. Because of this larger problem, the Task Force broadened its focus to study issues related to the recognition of all foreign qualifications, not only those required for the regulated professions and trades.

We recognize that it is important for practitioners in the professions and trades to meet the standards that have been established to ensure safe and competent services to the public. At the same time while it is important that the regulatory process screen out applicants who are not competent and would endanger the public, the regulatory process should not impose artificial standards or arbitrary or irrelevant requirements. Regulatory bodies have a dual responsibility. On the one hand they are responsible for ensuring that all applicants meet minimum standards in the interests of public protection; on the other, they must ensure that processes used to determine whether individual applicants meet these standards are fair and allow all competent practitioners the opportunity to offer their services to the public.

The Task Force members believe the recommendations in this report will help to solve the major problems encountered by people with foreign training and experience. Furthermore, if Alberta is to have a strong and competitive economy, we need skilled people in the professions and trades as well as in manufacturing, construction and business. Recognition of the qualifications brought by immigrants to Alberta is the recognition of a resource that benefits all Albertans.

In the following sections we will summarize the major findings and recommendations of the Task Force.

### **Access to information**

Several individuals reported that they came to Canada based on information from immigration officers who indicated the individuals would have no difficulty in practising their occupation in Canada. However, when they arrived they discovered that their qualifications were not recognized. The process of recognizing foreign qualifications is complex, involving professional associations, regulatory agencies and licensing bodies for professions and trades, educational institutions, and government. Understanding and negotiating the regulatory system to obtain an assessment of qualifications is difficult because many new Canadians may not be familiar with our institutions, customs, or norms. Many, struggling with the English language, have difficulty understanding instructions or information that is provided.

Lack of access to information causes unintentional but significant obstacles. Individuals are unable to pursue careers in which they have

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already invested much time and effort. This is a serious loss to them and their families. The economy also suffers a loss, both in terms of skilled workers and the cost of retraining, underemployment and, in some cases, public assistance.

### **Recommendation 1**

**To address the problem of lack of access to information, the Task Force recommends that the Government of Alberta establish an information centre, available to all Albertans including immigrants and other Canadians, that would**

- **provide computer based information plus referral service about the qualifications that are necessary to practise a profession or trade in Alberta and the processes and requirements that an applicant may encounter;**
- **provide, in one location, an accessible and visible service that can help people locate the appropriate agencies for reviewing and approving foreign qualifications;**
- **be a repository of information that could be accessed by immigrants, potential immigrants, immigrant serving organizations, ethnocultural organizations, educational institutions, employers, and federal and provincial governments.**

**Evaluation of education obtained abroad**

For most individuals with foreign qualifications, there is no agency to evaluate their qualifications and equate them to Alberta standards in an accurate, consistent, and timely fashion. When evaluation is available, consistent standards and methods are often not applied. This results in widely different appraisals and perceptions of unfair treatment.

In our judgement, the problems we discovered in many parts of the system (involving regulatory agencies and licensing bodies for professions and trades, educational institutions and employers) do not reflect an intent to discriminate. In order to conduct appropriate assessments, considerable expertise in comparative education and ongoing contact with international educational organizations is necessary. Many of the existing bodies simply do not have the necessary resources or expertise to carry out assessments of foreign qualifications. Other jurisdictions are finding that centralization of this function provides greater effectiveness and consistency as well as enhanced efficiency because of the economies of scale involved.



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### **Recommendation 2**

**To address the problems identified in the evaluation of education, the Task Force recommends that the Government of Alberta establish a centre to assess academic qualifications in terms of Alberta high school, trade, college, and university standards. The activities of the assessment centre would be advised by a committee composed of representatives from immigrant serving organizations and ethnocultural groups, professions, trades, educational institutions and employers. This centre would**

- authenticate foreign and out-of-province academic qualifications and evaluate them in terms of Alberta high school, trade, college and university standards;**
- be accessible to immigrants, immigrant serving organizations, ethnocultural organizations, Canadians from other provinces, professional associations, regulatory agencies and licensing bodies for professions and trades, educational institutions, employers and governments; and**
- provide assessments that professional associations, regulatory agencies and licensing bodies for professions and trades, educational institutions and employers could use in determining equivalencies to Alberta educational standards and requirements.**

An essential component of this proposal would be the establishment of a committee which would advise the centre's management and the minister responsible for the centre. In addition to providing the necessary technical and policy expertise to the centre, we also see the advisory committee as a tool to help establish the credibility of the centre. In order for the centre to be successful, it must be accepted by the people who use it. The best way to achieve this is through the advisory committee which will help to establish the service and the



processes, procedures and standards the centre uses to arrive at its results.

We propose that this service operate in a fashion similar to the service that has been in operation in Quebec since 1976. The focus of the centre would be "service" rather than "regulation". The various regulatory bodies in the province already have the regulatory authority required to make decisions about qualifications and standards. What is missing is a consistent capability to equate foreign qualifications to Alberta standards. This assessment centre would be attached to the information centre described in the previous recommendation, and together they could form a comprehensive service capable of assessing foreign qualifications, providing information and referring people to the appropriate regulatory agencies or educational institutions.

### **Professional training**

Individuals who were members of regulated professions in their homeland contend that the training programs and experience obtained there are not evaluated fairly by professional licensing bodies here. Some contend that the Alberta bodies deliberately discriminate to exclude them from the relevant profession.

The Alberta government's policy on professional legislation requires that academic and experiential qualifications be set by a body at arm's length from the profession. The reason for this is to guard against a profession being able to limit the number of its members for the

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economic benefit of current members. The Universities Coordinating Council (UCC) carries out this responsibility for several, but not all, professions in Alberta.

Although the UCC is structurally independent of the professions, it is often seen to be a part of them. It frequently relies on the same individuals as the profession when evaluating qualifications. In some cases, it delegates its functions back to the professional association. Several organizations and individuals who have dealt with the UCC believe it is dominated and controlled by the professions and the objectivity intended by the arm's length relationship to the professions is lost. In addition, the UCC has not appointed public members to its professional examination boards (as required by the Government's policy statement, *Principles and Policies Governing Professional Legislation in Alberta*) because it does not have the funds to cover the costs of public representatives.

Several organizations and individuals argued the UCC does not provide adequate information about educational deficiencies and how they can be corrected when an applicant's education program does not meet the full requirements of the Council. In addition, these organizations and individuals told us that the UCC does not provide complete information about its evaluation processes and procedures, and that applicants cannot fully understand how their qualifications are being evaluated.

**Recommendation 3**

**To address the problems identified in the evaluation of training by the Universities Coordinating Council, the Task Force recommends that the Council**

- **assess its current policies and procedures for evaluating applicants' educational qualifications and make necessary changes to ensure that its review processes and decisions remain independent of professional associations and licensing bodies;**
- **place public members on all of its examining boards;**
- **provide accurate, timely and complete information to applicants at all stages of the application process; and**
- **provide complete and timely information to applicants on any deficiencies in their training.**

**Work experience**

A major concern of individuals with foreign qualifications is that foreign work experience is not recognized by licensing bodies who require work experience as a part of their registration qualifications. Several individuals and organizations characterized this as a "catch 22" situation. They reported that employers will not hire foreign graduates who are not registered. However, foreign graduates cannot become registered unless they find employment to acquire the necessary Canadian work experience.

The Task Force believes that resolution of this problem rests squarely in the hands of those who regulate and those who employ members of

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regulated professions or trades. It challenges regulatory agencies and licensing bodies, employers, individual employers, and government to work cooperatively to solve this work experience problem.

### **Recommendation 4**

**To address the problems concerning work experience, the Task Force recommends**

- (a) that professional associations, regulatory agencies and licensing bodies for professions and trades**
  - review their Canadian work experience requirements to ensure that the duration and the type of experience required are appropriate;
  - develop and clearly describe the specific objectives of Canadian work experience requirements so that applicants and potential employers have a clear understanding of the learning that is expected during the period;
  - examine alternatives to work experience, such as temporary or restricted registration and implement these alternatives as appropriate;
  - inform their members about the problems new Canadians have in obtaining Canadian experience and encourage their members to provide the required experience; and
  - find ways of evaluating and accepting appropriate non-Canadian experience;
- (b) that the governments of Alberta and Canada**
  - communicate the needs of foreign-trained graduates in respect to Canadian experience requirements to employers and the public in general;

- within the framework of job strategy programs, continue to assist individuals with foreign qualifications to meet Canadian work experience requirements; and
- continue to encourage employers to provide appropriate education and training for managers who work with a culturally diverse workforce and for staff who provide services to a culturally diverse clientele;

(c) that employers

- provide mechanisms and programs which will allow foreign-trained applicants to gain appropriate Canadian work experience; and
- provide appropriate education and training for managers who work with a culturally diverse workforce and for staff who provide services to a culturally diverse clientele.

### **Registration examinations**

Examinations are used by regulatory agencies and licensing bodies for several professions and trades in Alberta as a means of assessing whether an applicant should be admitted to a profession or trade. Several foreign-trained individuals and organizations that represent them believe these examinations are arbitrary and unfairly screen out qualified applicants.

Some licensing bodies use national examinations that are widely accepted as a part of the entrance qualifications to practise a profession or trade in Canada. Other professions and trades have developed



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provincial examinations, which are used in Alberta but not elsewhere. In some cases, only applicants with foreign or out-of-province qualifications are required to take licensing examinations.

One of the strongest features of the trade certification process in Alberta has been the provision for foreign-trained trades people to write challenge examinations. Separate examinations have been available as a challenge for each year of a trade certification program. The Task Force applauds this system because it has resulted in high levels of access to the trades for people with foreign qualifications.

The Task Force also supports the development and use of national certification and licensure examinations. In addition to improving portability of qualifications among Canadian provinces, national examinations facilitate uniformity in standards and assessment processes. They also promote equity, because all applicants are measured with the same yardstick.

We recognize the potential for an unfair examination to arbitrarily screen applicants out. But we also recognize that properly constructed examinations can afford individuals with foreign qualifications an opportunity to demonstrate qualifications that may otherwise be difficult to evaluate. Nonetheless, in all cases where licensing bodies use examinations, they have a responsibility to ensure that the examinations are demonstrably fair.

**Recommendation 5**

**To address concerns respecting examinations in both the professions and trades, the Task Force recommends that**

- **the Government of Alberta preserve the system of challenge examinations in the *Apprenticeship and Industry Training Act*;**
- **the Government of Alberta, the Universities Coordinating Council, professional associations and regulatory agencies and licensing bodies ensure that examinations meet all of the usual standards that have been developed by organizations with recognized expertise in examination development; and**
- **the professional associations, regulatory agencies and licensing bodies for professions and trades, actively support the development and use of national examinations.**

**Language training**

In absolute terms, the number of immigrants requiring language training continues to rise along with immigration levels. Training in English is essential if new Canadians are to be successfully integrated as productive citizens in the province. To a considerable degree, current English language training focuses mainly on English for survival purposes. Individuals with foreign qualifications have difficulty obtaining training in English that will enable them to practise in their chosen professions, trades, or other careers that require technical language competence.

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### Recommendation 6

To address concerns respecting language training, the Task Force recommends that

- the Government of Alberta, educational institutions and other Alberta agencies continue to work cooperatively to improve the access to and relevance of English as a Second Language education;
- the movement toward offering English as a Second Language courses or training in a two phase approach starting with general language courses complemented by occupation and profession specific language courses be continued;
- associations representing professions or trades take more responsibility for describing and providing specialized English training required for participation in specific professions or trades in the context of upgrading or retraining programs; and
- as resources permit, the Government of Alberta, professional associations, and employers expand specialized language program offerings in such areas as English in the Workplace; English for Special Purposes Training such as pre-employment and occupation-specific training; and programs specific to homebound immigrants, particularly women.

### Language testing

The Task Force recognizes that there may be a role for testing English language competency in professional registration and licensure. It is concerned, however, that present requirements are often established and applied in an arbitrary manner bearing little relationship to the requirements of the profession. In view of this we recommend discontinuation of the use of standardized tests of English language

competency as the final or sole determinant of eligibility for professional registration and licensure. At the same time we would encourage the use of Test of English as a Foreign Language or any other similar tests for diagnostic purposes, where the assessment is intended to assist individuals in achieving educational and professional goals.

### **Recommendation 7**

**To address the problems related to language testing, the Task Force recommends that**

- **professional associations, regulatory agencies and licensing bodies for professions and trades use standardized tests of English language competency for diagnostic and remedial purposes;**
- **professional associations, regulatory agencies and licensing bodies for professions and trades discontinue the use of such tests as sole and final determinants of eligibility for professional registration; and**
- **assessment of English language competency for the purposes of registration and licensure remain the responsibility of professional associations.**

### **Access to retraining**

Individuals with foreign qualifications must often take additional training to meet Alberta standards. They, as well as Canadian-trained individuals with partial qualifications, are faced with educational systems that have been designed as three or four year programs and have little or no flexibility to accommodate midstream access. The

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result is that people who have invested a great deal of time and money to educate themselves and who meet most standards are unable to complete their training. The lack of an "educational bridge" means they are unable to enter the profession or trade for which they were originally trained. This results in a significant loss to the Alberta economy of qualified practitioners.

### **Recommendation 8**

**Recognizing that the issues in this area are very complex and that solutions will depend upon the cooperation of many participants, and the availability of resources, the Task Force recommends that the Government of Alberta**

- **in consultation with educational institutions, promote improved midstream access to training programs;**
- **in consultation with professional associations, regulatory agencies and licensing bodies for professions and trades, educational institutions and employers, promote the development of specific bridging programs; and**
- **in consultation with immigrant serving organizations, ethnocultural organizations, professional associations, regulatory agencies and licensing bodies for professions and trades, employers and, where necessary, human rights organizations, promote the integration of all new Canadians into the workforce.**



**Access to income support programs**

After having their qualifications evaluated by a licensing body, many foreign-trained applicants are required to take additional training or obtain Canadian experience to bring their qualifications up to Canadian standards. While foreign-trained graduates are willing to meet all the requirements necessary to work in Alberta, many cannot complete the requirements for financial reasons.

Apart from financial assistance for language training, there are no income support programs specifically targeted to new Canadians seeking education directed at professional certification or employment preparation. New Canadians are, however, entitled to participate in the numerous programs available to everyone who requires income support for education, including the Canada Student Loan Program, provincial government bursaries, scholarships and assistantships in postsecondary educational institutions, as well as training allowances provided by the federal government for individuals who qualify through Employment and Immigration Canada.

In a rapidly changing technological society, individuals from all walks of life may need to upgrade their qualifications or even to change careers as existing ones become outdated. Except for the special case of language training, income support for retraining maybe needed by all citizens, not only new Canadians. The Task Force, therefore, does not support the establishment of income support programs directed only to new Canadians. Such programs should be available to all.

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Nonetheless, in the course of our investigation it became apparent that many new Canadians are unaware of available support programs. We believe the information centre described in our first recommendation will greatly assist new Canadians by making information about existing programs available to them.

### **Recommendation 9**

**Recognizing that access to financial resources is a problem for many Canadians seeking retraining, and recognizing that newcomers may experience unique difficulties in accessing available programs, the Task Force recommends that**

- **students' financial support agencies make special efforts to reach out to new Canadians to ensure that they have equal opportunity to take full advantage of assistance programs that are available;**
- **immigrant serving organizations, ethnocultural organizations and the provincial government continue to encourage and assist new Canadians in Alberta to access the existing income support programs that are available for education and training purposes; and**
- **the information centre described in Recommendation 1 be responsible for collecting information about income support programs and making it available to new Canadians and other Albertans; and**
- **specific income support programs to help meet the education, retraining and upgrading costs of new Canadians not be established.**

We recognize that some may be disappointed because we have not recommended the establishment of support programs directed specifically to assisting new Canadians seeking to upgrade their

qualifications in terms of Canadian standards. This is not a denial of the problems faced by many immigrants. The inability to obtain financial assistance during periods of required retraining is an important obstacle for many. But it is an obstacle that exists for many Albertans, not only immigrants. Any support that is available for retraining should be available to all.



# CHAPTER 1

## INTRODUCTION

To participate fully in today's rapidly changing and dynamic society, people need relevant training and skills, and recognized qualifications. But educational systems and standards of practice vary immensely from country to country, and most new Canadians obtained their educational credentials and experience outside Canada. The qualifications foreign-trained people bring must be verified and evaluated in relation to Alberta standards by employers, licensing bodies, and other authorities. The process of evaluation and verification can be complicated and difficult, the results sometimes disappointing.

Many people believe that foreign qualifications are not evaluated fairly or given due recognition, and that this acts as a barrier which prevents new Canadians from practising the professions or trades for which they were trained. Although few believe these barriers are intentionally created, there is a perception that, in practice, some of the validation processes are discriminatory.

This report is about new Canadians who face barriers to employment opportunities in their new country. It is about people who find their great expectations turning into impossible dreams, who encounter misinformation, misunderstanding, and denied opportunities. Some are unable to verify the relevance of their foreign education and training to the Canadian job market. Others cannot access the training or experience they need to meet the standards required for professional or trade licensure. For many, this means having to accept positions with



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less responsibility than their education and experience warrants, or being unemployed.

This report is also about the professional associations, regulatory agencies and trade organizations that are responsible for protecting the health and safety of Albertans through established standards: by verifying credentials, determining equivalencies, assessing English capabilities, and helping applicants who are not fully qualified to meet Alberta standards. Alberta has a responsibility to ensure that people who wish to practise in a wide range of professions and occupations meet acceptable standards, regardless of where they were trained.

This report is about challenges to Alberta's system of evaluating and recognizing foreign qualifications, and to the ability of governments, immigrants, employers, educators, professions and trades to improve the process. It is important to recognize the need for improvement and to accept that change is inevitable and desirable. Even if Canada stopped the flow of immigrants to its shores tomorrow, we would still have to address the problems faced by new Canadians living here now. Moreover, problems relating to the recognition of qualifications affect many other Canadians, including those who go to other countries for training and those moving from one province to another. Our recommendations are intended to address today's problems and ensure that the system better accommodates all who train outside Alberta, including new Canadians in the decades to come.

This is a report that recognizes the need for a cooperative and creative search for viable solutions that will benefit all Albertans. It is dedicated

to serving the public interest and protecting human rights, the health and safety of Albertans, and professional integrity. Most of all, it is committed to enabling new Canadians, and all those with foreign qualifications, to realize their full potential in the interests of themselves, our province and our nation.

## **Background**

The Task Force on the Recognition of Foreign Qualifications was established by the Government of Alberta in December 1988. The terms of reference of the Task Force are contained in Appendix I. It was established in response to concerns about inadequate recognition of foreign qualifications expressed by foreign-trained individuals and organizations representing them; and to specific recommendations from the Alberta Advisory Council on Women's Issues. The Task Force was a fact finding body, consisting of senior government officials and reporting to the Minister Responsible for Professions and Occupations, the Minister Responsible for Women's Issues, and the Chair of the Council on Professions and Occupations. The membership represented the departments of Advanced Education, Attorney General, Career Development and Employment, Culture and Multiculturalism, Economic Development and Trade, Health, and Public Works, Supply and Services. Representatives from the Professions and Occupations Bureau and the Women's Secretariat acted as Chair and Vice-Chair respectively. (The full membership list is presented in Appendix II.) Other departments and agencies provided specific information and assistance as required.

*I'm not asking for you  
to break the rules; just  
be fair.*

**Ethnocultural  
Organization**

## CHAPTER 1

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In establishing the Task Force, the Government of Alberta provided Terms of Reference which included a statement of basic principles and specific objectives.

### Principles

The Government of Alberta acknowledged its belief:

- *that the government, professional associations and regulatory bodies have a responsibility to protect the public by ensuring that appropriate standards are maintained in the professions and trades;*
- *that all Albertans should have equal opportunities in the context of a competitive labour market to work to the full potential of their education, training and skill; and*
- *that fullest possible utilization and employment of the skills, knowledge and abilities of all Albertans, including foreign-trained individuals, is of vital importance to the long-term economic and social development of the province.*

### Objectives

The specific objectives set for the Task Force were

- *to gather information regarding policies, statutory requirements and related factors that may impact the entry of individuals with foreign qualifications into regulated professions or trades in Alberta;*
- *to identify, describe and analyze the impact of such policies, requirements and practices on foreign-trained individuals, the relevant service systems and the labour market;*

- *to identify and define particular problems and issues associated with the recognition of foreign qualifications; and*
- *to make recommendations to the ministers respecting viable solutions to problems associated with the recognition of foreign qualifications.*

The difficulties and issues associated with the recognition of foreign qualifications are not unique to Alberta. Ontario established a public Task Force on Access to Professions and Trades to conduct a similar investigation, which resulted in the subsequent release of its report in late 1989; the Ontario government is currently reviewing the recommendations. Manitoba has appointed a public task force to study the matter and make recommendations. Quebec has a well-developed system of evaluating credentials of foreign graduates. Other provinces have expressed an interest in streamlining their systems to ensure that professions and trades are equally accessible to all.

In the latter part of 1990, the Canadian Information Centre for International Credentials was established as the national body responsible for implementing the United Nations Educational, Scientific and Cultural Organization's Convention on the Recognition of Studies, Diplomas and Degrees in the states belonging to the European Region. The Centre will coordinate and disseminate information throughout Canada to assist postsecondary institutions and professional associations in establishing equivalencies of foreign university degrees and diplomas. As well, it will provide other countries with current information on Canadian universities and degrees granted by these institutions. Support for the Centre comes from the federal government and the provinces through the Council of Ministers of Education, Canada.

### The process

In order to carry out its mandate, the Task Force prepared a series of questionnaires specifically directed to stakeholders, both those involved in *seeking* entrance and those involved in *granting* entrance to professions and trades. (Copies of the questionnaires are presented in Appendix III.) The findings of the Task Force are based on the responses to those questionnaires, written submissions and oral presentations from groups and individuals, and specific consultations with groups, institutions, organizations, employers, government representatives, and individuals. (Groups and organizations that responded are listed in Appendix IV.)

Task Force members made themselves available to communities throughout Alberta to encourage face-to-face discussion of the issues. Formal presentations were heard in Edmonton and Calgary. In an effort to promote openness, private sessions were conducted with presenters, and all verbal and written submissions were kept confidential. Enthusiasm for the project was evident among ethnocultural groups. However, many of the organizations simply did not have the administrative resources to circulate information, and some groups and individuals required assistance in completing the questionnaires. In some communities, particularly those which included refugees, there was considerable apprehension about giving information to authorities, especially those representing government.

In meeting with immigrant serving organizations and ethnocultural groups, the Task Force consistently emphasized that its mandate was to



gather information and define problems. Nonetheless, the very existence of the Task Force has created high expectations that this report will result in changes. It is anticipated that pressure will be directed toward the government to take action to improve the process of evaluating and recognizing foreign qualifications.

The Task Force heard from more than 300 individuals and groups in the course of its consultation process. This included meetings with 31 immigrant serving organizations and ethnocultural groups, 29 professional associations, 20 educational programs and contact with more than 200 individuals. A total of 280 questionnaires were returned.

*I want to commend the Alberta Government for establishing a task force and for conducting this inquiry. This is obviously a very important question.*

**Ethnocultural  
Organization**

The Task Force met with officials from involved government departments and agencies and sought opinion and insight from the Alberta Human Rights Commission and the Alberta Advisory Council on Women's Issues, both of which had been publicizing the difficulties experienced by foreign-trained people and stimulating discussion on possible solutions.

We also held information sessions with the Quebec *Ministère des Communautés culturelles et de l'Immigration, division des Equivalences, Service de l'Evaluation et de Référence scolaire et professionnelle*; the Ontario Ministry of Citizenship, Race Relations Section, Access to Professions and Trades Project; the Chairman of the Task Force on Access to Professions and Trades in Ontario; and the New York State Government, Comparative Education Division. In addition, telephone interviews were conducted with officials from other provinces and states.

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The Task Force members studied numerous related documents: reports on immigration patterns and demographics; professional legislation, regulatory requirements and qualifying examinations, including some from other provinces and national bodies; apprenticeship training and certification procedures; relevant provincial and federal policy statements; similar reports and studies; statistical data and programming information, including English as a Second Language, from postsecondary institutions and immigrant settlement services agencies; media reports; and other appropriate information. (For a complete listing of references consulted, see Bibliography of Reports and Readings, Appendix V.) Legal interpretations were sought in relation to the Charter of Rights and Freedoms and the Alberta *Individual's Rights Protection Act*.

### **The report**

While there are numerous social policy statements and discussion papers within the government that have some relevance to the issues we were asked to address, the Task Force members found *Caring and Responsibility: A Statement of Social Policy for Alberta*, issued in March 1988, to be most applicable to our overall approach, analysis of issues, and recommendations. (The entire text of this document is presented in Appendix VI.) The policy statement and its set of principles was issued as a guide to future decisions by the Government of Alberta regarding the provision of services "in a supportive partnership with the people of Alberta". In its introductory remarks, *Caring and Responsibility* states that

*Albertans are fortunate to live in a province that has both strong traditions and great potential for the future. Our history is marked by enterprising individuals from a variety of cultures and backgrounds working together to build a strong Alberta. We pride ourselves on our independence, our initiative and our commitment to our nation. These strengths are vitally important as we look to the challenges of the future...*

The Policy elaborates on these themes:

*The Government of Alberta recognizes that social and economic development are inseparable. It is committed to building on our tradition of caring for each other and ensuring a quality of life in which all Albertans can participate democratically and share fully on equal terms in the rich cultural, economic, and social diversity of their province and in its future development.*

*The government will provide the necessary leadership and overall responsibility for provincial social policies, and will provide support and resources to create an environment in which Albertans can work together, be self-reliant, and take responsibility for their own lives, their families and their communities.*

*Government policies and programs will be designed to promote cooperative and independent initiatives of individual Albertans while at the same time ensuring that those who, for a variety of reasons, must depend on social programs for support are able to live dignified and meaningful lives.*

Our report fits well within this framework. It advocates measures that will enable new Canadians and other foreign-trained people to exercise self-reliance and initiative in achieving their potential, shaping their destinies, and contributing to Alberta's future.

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### Achieving consensus

The Task Force findings are described in detail in the following chapters, but we would like to conclude this introductory chapter with some general observations.

It is our collective opinion that the problems encountered by many new Canadians in attaining the right to practise the professions, trades or other occupations for which they have trained are real. While immigrant individuals and groups made presentations to the Task Force based on their own unique experiences and perspectives, many common concerns emerged, enough to convince us that the issues we heard about are systemic, not isolated, problems. In fact, these problems are not confined to new Canadians; they affect large numbers of people seeking acceptance into the labour market, including Canadians who train in other countries, those trained in other provinces, and those who have skills and expertise but lack formal credentials. Although the Task Force was originally established, in part, because of concerns raised by immigrant women, it looked at the broader issues facing all people who receive their education and training outside Alberta.

*In a six month period we saw 135 clients who were licensed in their home countries. From those clients only one person has been able to get his certification in Alberta.*  
**Immigrant Serving Organization**

The primary mandate of the Task Force was to review approaches, systems and policies relating to the recognition of foreign qualifications among regulatory bodies. However, while many people work in regulated professions and trades, many more do not. Yet they too must meet established qualification requirements, those set by employers. We found that the most serious problem facing people with foreign qualifications, in both the "regulated" and "unregulated" sectors of the

labour market, was in obtaining a fair, thorough and credible assessment of their qualifications. Not unreasonably, most employers, educational institutions, professional and trade associations and other licensing bodies that set occupational standards want and need to have foreign qualifications equated to Alberta standards. At present, however, there is no government department or related agency charged with the full range of these responsibilities.

We acknowledge that societal changes and trends toward globalization have strained the capacities of employers, professional associations, and educational institutions to cope with the demands of assessing foreign qualifications. We believe the vast majority of people involved are fair minded and well meaning; they have done as much as they could within the constraints that face them. The problems are not insurmountable, but they are complex and structural, and can only be resolved through cooperative efforts among the various stakeholders.

We are optimistic that Alberta has a strong foundation on which to build and improve its system for evaluating foreign qualifications. For example, Alberta's recently approved *Principles and Policies Governing Professional Legislation* clearly outlines the roles and responsibilities of the government and self-governing professional associations. (For the text of this policy, please see Appendix VII.) As well, the Universities Coordinating Council (UCC), which we discuss later in this report, is unique within Canada and is pivotal to the successful implementation of better assessment and evaluation services.



## CHAPTER 1

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In their submissions to us, various professional associations and institutions identified innovative solutions to address some of the difficulties being encountered. Some are reviewing their own procedures to ensure that foreign graduates are dealt with fairly and effectively. There appears to be a willingness to participate and become involved in developing a better system. We applaud this positive attitude demonstrated by regulatory agencies; it is fundamentally important that they participate in solving the problems we have identified.

*Not recognizing foreign qualifications represents an abuse, or a less than optimal use, of the labour force that we have available as a country and a province.*

**Immigrant Serving Organization**

The Task Force members realize that the opportunities available to some new Canadians are limited by a lack of services and resources which would assist them to participate more fully in our society and workforce. However, the desire to take a more meaningful place in the mainstream of Alberta society is very strong. Indeed, some groups, confident of their ability to maintain their heritage, would support the redirection of funding from cultural programming to socioeconomic initiatives.

There are many difficulties, some real and some perceived, associated with the recognition of foreign qualifications in Alberta. Most disheartening for Task Force members was the realization that problems facing some new Canadians are pervasive. The recognition of qualifications is only an aspect of a broader range of difficulties which include access to English language services, training and support. The Task Force eventually identified the issues that we regard as fundamental; we believe the resolution of these issues would help to eliminate many of the other difficulties. The information the Task

Force used to identify major issues and sub-issues is detailed in individual chapters.

### Overview of the report

PART I of the report provides background information which puts the issues and our recommendations into context. Chapter 2, "Immigration", describes relevant immigration patterns and trends. Chapter 3, "Entering the Workforce", deals with current professional and occupational regulations and processes. Chapter 4, "Justice, Rights, and Freedoms", discusses individual rights, the impact of the Charter of Rights and Freedoms, and other relevant legal issues. Chapter 5, "Principles for an Effective Professional Registration System", outlines what the Task Force sees as basic features of a fair and effective regulatory system.

In PART II we address the major issues identified by the Task Force. Chapter 6, "Information", addresses a key problem, poor access to information about processes for evaluating foreign qualifications. Chapter 7, "Evaluation of Education Obtained Abroad", deals with problems of accuracy and consistency in the evaluation of prior learning. Chapter 8, "Professional Training, Work Experience and Registration Examinations", addresses the problems faced by immigrants and professional and trade associations in the evaluation of qualifications. Chapter 9, "Language Training", and Chapter 10, "Language Testing", analyze problems associated with access to English as a Second Language services and assessment of English language competency. Chapter 11, "Retraining and Upgrading", discusses problems faced by individuals with foreign qualifications who require

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additional training to meet Alberta standards. Chapter 12, "Access to Financial Support Programs", addresses the economic and social problems faced by those seeking to upgrade their professional and trade qualifications to meet Alberta standards.

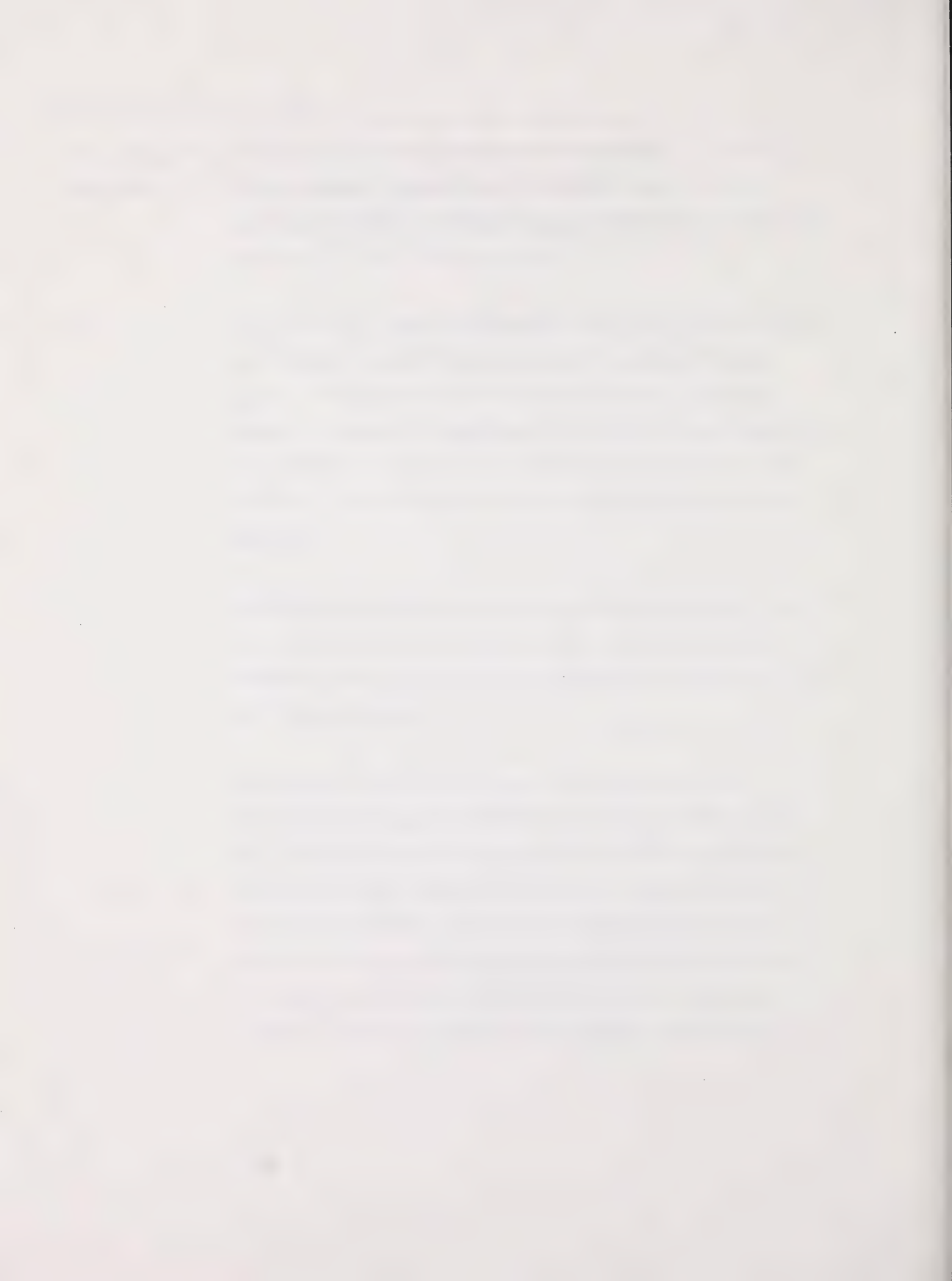
The Task Force's major recommendations flow from our deliberations on information submitted directly to us and that gathered through research. These recommendations are presented in the appropriate chapters. In addition, throughout the text we include other suggestions for improvement, ideas about what "should be", impressions of what "could be". Finally, the report concludes with a discussion of future challenges.

The Task Force members believe we can achieve a system that will respect and protect both the rights of individuals seeking entry into Alberta's workforce and the standards of excellence maintained by the professions and trades.

Our objective is a system that "screens in" qualified people to professions and occupations without compromising standards. Those who, for various reasons, are "screened out" should be afforded the dignity of a complete explanation and advice on further options. Government must take a leadership role in establishing the parameters within which its departments, agencies and public institutions address the recognition of foreign qualifications and provide support and services. Professional associations and employers too must examine

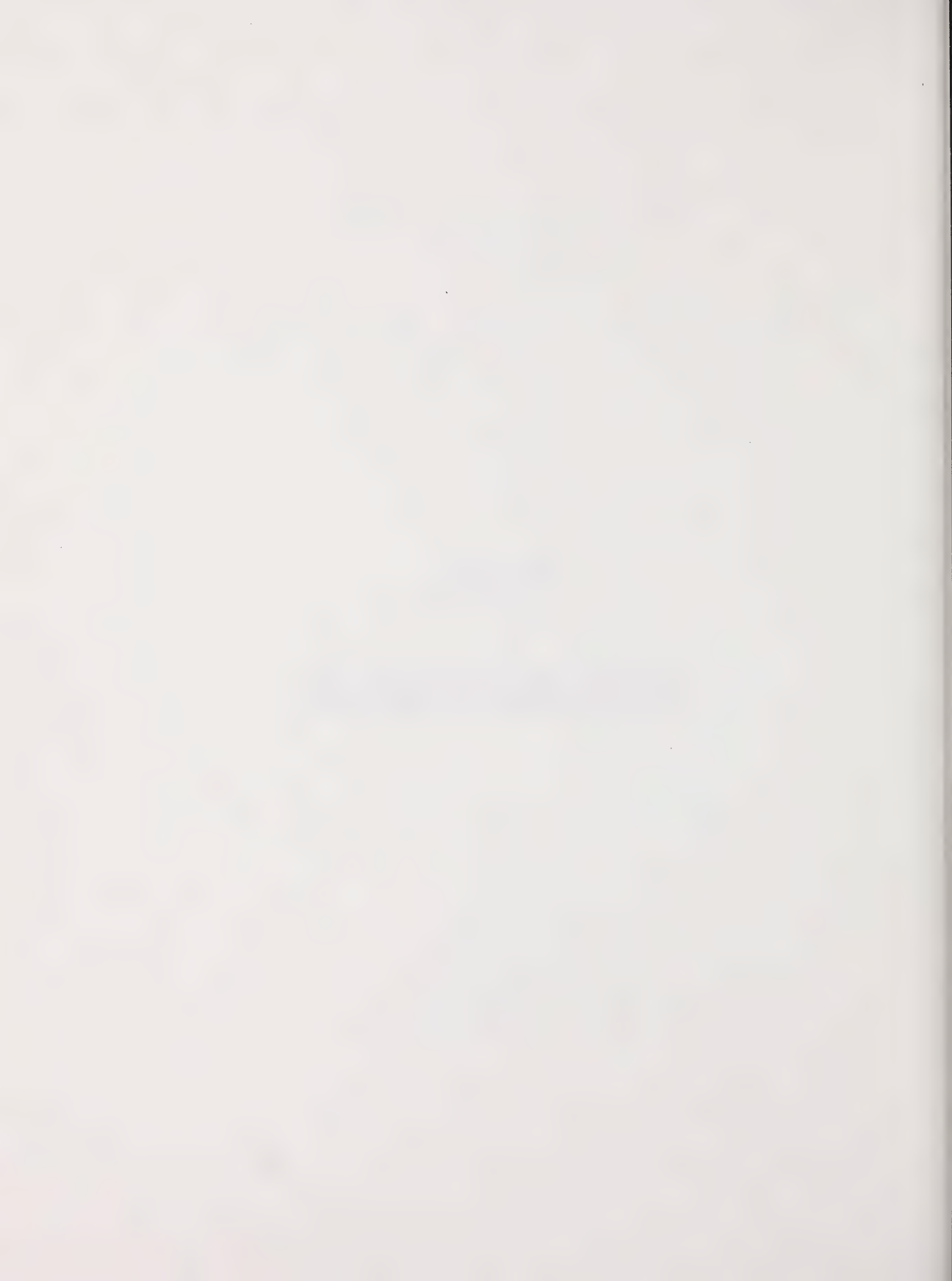
their policies and procedures to ensure they meet these objectives and are consistent with the principles of natural justice. We trust the report will be helpful as a guide to achieving these goals.





## **PART I**

### **BACKGROUND ISSUES**



## CHAPTER 2

### IMMIGRATION

*Since, to a great extent, Canada's labour market needs dictate its immigration policies, persons ... arrive with the expectation that they will be able to practise the occupation in which they have training and experience. Failure to realize these expectations results in frustration, alienation from a familiar working environment, erosion of skills and ultimate loss of human potential to the Canadian economy.*

(Report of the Canadian Task Force on Mental Health Issues Affecting Immigrants and Refugees *After the Door has been Opened*)

Immigration has always been vitally important to Canada's economy and society, and it continues to be one of the keys to our future. People choose Canada, as they always have, because it offers economic and social opportunities, freedom, refuge from persecution, and a place to build a new life.

Immigration has a major demographic impact on Alberta society. Currently, one in six Albertans is a first generation immigrant. In Edmonton and Calgary, where the vast majority of recent immigrants have settled, approximately 20 percent of all residents were born in another country.

Geographically, Canada is the second largest country in the world but accounts for less than one half of one percent of the world population. Given this relatively small population base, immigrants enlarge the pool of labour and create a larger domestic market.



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Immigration, now and in the years to come, will be a major factor in offsetting our declining fertility rates, which fell from 4.28 children per woman in 1956 to 1.67 in 1986. Already among the lowest in the world, Canadian fertility rates are expected to decline even further as the "Baby Boomers" move beyond child bearing age. Most experts agree that a fertility rate of 2.1 is necessary to maintain a stable population. Even if fertility rates were to remain constant, and if immigration levels were set at 80,000 people per year, roughly the annual average during the 1980s, the population could drop below 15 million by the middle of the 21st century.

*From April to December of 1989, we saw 672 clients with qualifications that needed to be evaluated.*  
**Immigrant Serving Organization**

As with the rest of Canada, Alberta's development has been shaped and enriched in many ways by immigration. New Canadians generate wealth and jobs by contributing to retail spending and the demand for goods and services. They help to increase productivity levels, enabling Canada to compete and take advantage of international trading opportunities. Our future economic growth and well-being will depend on increased numbers of newcomers.

The impact of immigration on the labour force has lessened substantially in the past 30 years. In the early 1950s, net immigration accounted for more than 47 percent of labour force growth. Three decades later, it declined to 14 percent. Part of the reason was the lack of emphasis by the federal government on immigration for economic or workforce purposes. However, immigration into Canada on social and humanitarian grounds also increases supply and demand, and thus improves the economy, even though the immigrants were admitted based on considerations other than economic.

## Historical patterns

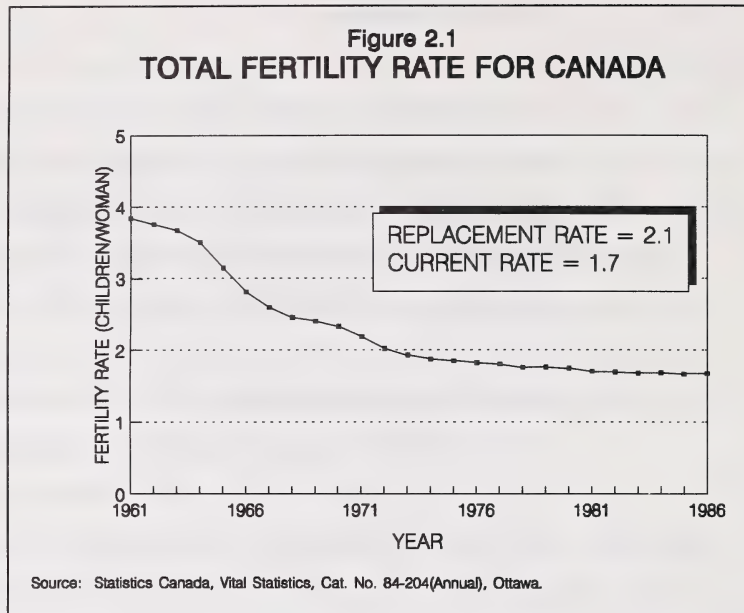
During the past 100 years, levels of immigration have fluctuated. The levels peaked from 1910 to 1913 when large numbers of immigrants were recruited and admitted to populate the West. Immigration levels were at their lowest from 1931 to 1945, when national priorities shifted to coping with the Great Depression and World War II.

Alberta's immigration patterns, as in most of the provinces, have been shaped by federal immigration policies. During the first policy phase, from Confederation in 1867 to 1962, Canada operated under a restrictive immigration policy that favoured European immigration.

*In relation to other provinces, Alberta is very generous in accepting refugees.*  
**Ethnocultural Organization**

The mid-1960s to mid-1970s saw Canada move to an expansionist, more "open door" policy. Rapid economic growth resulting from previous immigration and shortages of skilled people in various professions and occupations led to the elimination of selection on grounds of race or nationality. A point system was adopted in 1967 which sought to establish objective immigrant selection criteria.

The *Immigration Act* of 1976 reflected a more restrictive policy due to the changing economic environment and rapid labour force growth combined with high inflation and unemployment. Workforce requirements, demographic stabilization, family reunification, and humanitarian obligations to accept refugees became cornerstones of immigration policy. Since then, the determination of immigration policy has been influenced by a marked drop in Canada's fertility rate (See Figure 2.1) and an aging population. Controlled, moderate increases in



immigration levels are expected to offset the economic consequences of these demographic trends.

### Immigration classes and the point system

Canadian immigration policy has created two distinct streams of immigrants: the social and humanitarian stream, and the economic stream. Canada admits people on humanitarian grounds under three categories: convention refugees, members of designated classes, and those who qualify under special humanitarian measures. These, together with family class immigrants, are considered to be in the social and humanitarian stream. The economic stream consists of those immigrants selected according to the point system.

*Convention refugees* meet the definition specified by the United Nations convention and protocol relating to the status of refugees. They are "persons who, by reason of well-founded fear of persecution, for reasons of race, religion, nationality, political opinion or membership in a particular social group, are unable or unwilling to return to their home country."

*Designated class* immigrants are individuals who Canada deems to be displaced by refugee-like situations but who do not meet the strict definition of a convention refugee. Special humanitarian measures provide for persons requiring resettlement even though they may not meet the definition of a refugee, but for whom Canada has a special interest.

*We have gone through our files and we have extracted 135 cases of people who we believe have training and work experience that should be equivalent here.*  
**Immigrant Serving Organization**

*Family class* immigrants are newcomers who have a close family member in Canada who sponsored them to come to this country. The family class includes spouses, fiances, unmarried children and parents or grandparents of sponsors.

*Independent class* immigrants are selected according to a point system. They are assessed on economic, social and demographic factors. There are a number of categories of independent class immigrants who are assessed on the federal point system, including assisted relatives, entrepreneurs, self-employed individuals, investors, and other independents who qualify under special provisions.



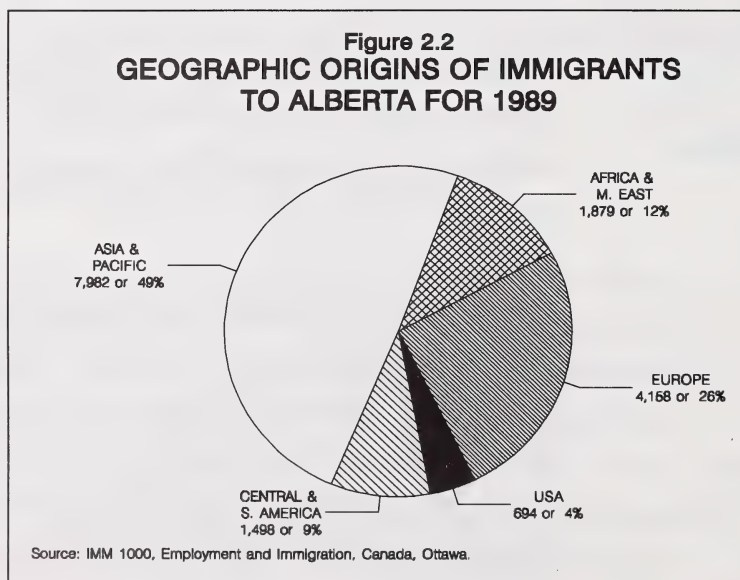
### Characteristics of immigration to Alberta

In 1989, Alberta received approximately 8.4 percent (16,211) of Canada's 192,001 new arrivals. Most of these new arrivals chose to settle in major urban centres where family and community support already exist, and where there is greater potential for employment. In addition, there is better access to settlement and language training services in the urban areas. In 1989, slightly more immigrants moved to Edmonton than to Calgary; the two cities together absorbed almost 86 percent of all immigrants.

#### Country of origin

*The more educated immigrants find it harder to be placed in suitable employment than their less educated fellow immigrants.*

**Ethnocultural Organization**



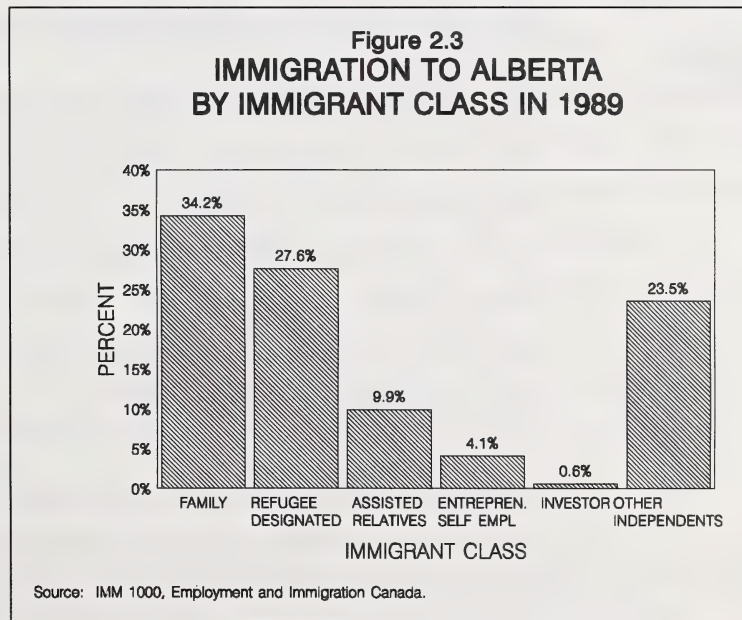
In 1989, as shown in Figure 2.2, the major source continent of immigrants to Alberta was Asia, followed by Europe. The top source countries were Poland, Hong Kong, Vietnam and the Philippines, which

together accounted for 37.4 percent of all new arrivals. Hong Kong is expected to remain a significant source until at least 1997 when the British Colony reverts to the People's Republic of China. Although immigration has indeed become far more diverse in terms of national, linguistic, religious and racial backgrounds, immigrants have not ceased to come from historically traditional source countries such as Britain and the United States, which are still among the top 10 source countries.

### Immigration class

*Giving a chance to people who have come to this country will not be taking chances away from those already here; it will simply be creating more chances for all.*  
**Ethnocultural Organization**

Figure 2.3 shows the number of immigrants entering Canada as a function of immigrant class. The present mix of immigration classes is



heavily weighted to the social stream and less to economic and labour

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market priorities. In 1983 the family class peaked at 52 percent. Although it continues to constitute the largest proportion of immigrants, by 1989 it had declined to 34 percent. From 1985 to 1989, the other independents class increased proportionately from 12 percent to 23.5 percent, peaking in 1988 at almost 32 percent. By comparison, other classes remained relatively constant, varying by only a few percentage points.

In 1989, southeast Asia accounted for the largest proportion of family and other independent classes. Eastern Europe was the source of the most refugees while western Europe led in the numbers of both assisted relatives and investors. East Asia brought the largest proportion in the entrepreneur and self-employed classes.

*I want to emphasize  
that the passion with  
which we speak is not  
the passion of anger,  
but the passion of  
conviction.*

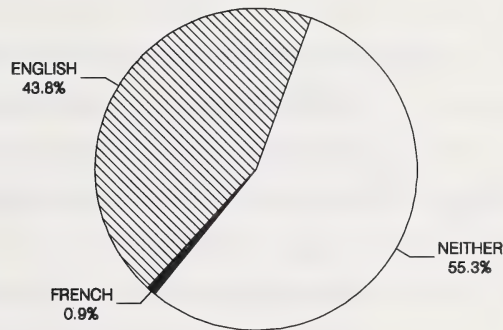
### **Ethnocultural Organization**

#### Knowledge of English and educational attainment

During the 1980s, less than 50 percent of individuals who immigrated to Alberta possessed appreciable English language capability. The number of individuals who could not speak or comprehend English was highest in 1984 at 60 percent. By 1987, this decreased to 51 percent, but by 1989, it increased again to 56 percent (see Figure 2.4). In absolute terms, the number of immigrants requiring language training continues to rise along with immigration levels.

Among those individuals admitted in 1989 who were in the working age group of 15 to 44 years, close to 60 percent had only high school or less education. Furthermore, some 55 percent of these individuals lacked basic English skills.

**Figure 2.4**  
**IMMIGRATION TO ALBERTA**  
**BY CANADIAN LANGUAGE CAPABILITY**



Source: IMM 1000, CEIC, Ottawa, June 1990, (includes all ages)

Of the 5,268 immigrants who arrived in Alberta in 1989 with some postsecondary education or trade certification, 65 percent possessed some English skills. However, it is estimated that roughly half of them will require some additional English training before they can compete in the workforce or write equivalency exams. The remaining 1,844 without any English skills are far less likely to regain their former employment status. This situation presents particular challenges for the provision of upgrading programs to compensate for the disadvantages resulting from either a lack of education or English comprehension, or both.

In 1989, the other independents class was the immigrant category with the highest proportion of individuals with English comprehension ability. Seventy-seven percent of these immigrants comprehended



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English. The lowest level of English comprehension was in the refugee class, where only 20 percent of the individuals comprehended English.

### Intended occupation and employment

After their arrival, a large proportion of immigrants, particularly those between the ages of 15 and 44, join the Alberta workforce. Labour force participation by immigrants is increasing. Most immigrants intend to seek work in product fabricating, clerical and services occupations.

The occupation chosen by immigrants is influenced by their level of educational attainment. Of those who choose managerial or technical occupations, just over half have university degrees and one third have some postsecondary education or hold trade certification. Thirty percent of immigrants who intend to seek jobs in the construction industry possess trade certificates. Positions in the primary industries are sought by 73 percent of immigrant workers who have high school education or less. Among people entering the workforce for the first time, 62.5 percent have high school or less, while 12 percent hold university degrees.

*We came for a better  
life. We do not want to  
be the janitorial  
workforce of Canada.*  
**Immigrant**

### **Future trends**

In late 1990, the federal government announced a five year immigration plan intended to raise the annual immigration quota from 175,000 to 250,000 immigrants through to 1995. Under the plan, Alberta can expect to receive about 25,000 immigrants annually from 1992 through to 1995, many of them from developing countries. With announced

changes to definitions in the family class, approximately 40 percent will now be admitted under the independent category.

In addition, the number and proportion of skilled workers selected as independents and assisted relatives are to be gradually increased. Provincial labour market shortages identified in consultation with the provinces and the private sector are expected to make independent immigration more responsive to provincial economic needs. In addition, language training sponsored by Employment and Immigration Canada is to be broadened to focus on integration of all immigrants. This will replace the system of language training which gives priority to those destined for the workforce.

*We fully accept our  
responsibility to treat  
foreign graduates  
fairly.*

**Professional  
Association**

During the next four years, Alberta should expect to receive about 10 percent of the federal budget allocation, or \$20 million in additional federal funding, for language training. However, given the increased numbers requiring training, the broader mandate, and current inadequacy of funding, it is unlikely that dollars will keep pace with the demand.

The impact on funding for local settlement agencies, given the new federal focus on integration, is unclear. Currently, expenditures are covered under the Integrated Settlement Plan, with Canada covering 38.5 percent and Alberta accepting responsibility for 61.5 percent. An increase in federal funding levels could pressure Alberta for commensurate increases to meet greater demands for settlement services. As well, the settlement of immigrants with diverse needs will challenge the structure and range of social programs and services.

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Policies will be required to ensure immigrants are aware of and can access these programs.

Despite a constitutionally shared jurisdiction for immigration matters, the role of most provinces in policy formulation and implementation has been minor. It is only in the past ten to 15 years that individual provinces have expressed an interest in increasing their authority in immigration matters. Provinces are seeking a larger role primarily because they have exclusive jurisdiction over many areas which affect the settlement and integration of immigrants. These areas include health, social welfare, labour relations, private law, and education.

*Some employers are spending a lot of money recruiting professionals overseas. Sometimes it is very difficult to secure a work visa. As a profession we have to be flexible when it comes to foreign-trained professionals. There is a critical shortage in the province.*

**Professional Association**

Alberta currently plays a significant role in the areas of settlement and language training for immigrants. The Immigration and Settlement Division of Alberta Career Development and Employment has the primary provincial mandate for immigration and settlement issues in Alberta. This includes funding support for community-based immigrant serving organizations, the administration of provincial responsibilities in the Business Immigration Program, funding for specialized English as a Second Language training, and the development of informational materials for prospective immigrants and newcomers.

The Alberta government, immigrant serving and ethnocultural organizations, other service groups and training institutions are striving to meet the diverse needs of their clientele. However, appropriate resources and levels of service are necessary to make the system more responsive. The foundations for support in Alberta are strong, and are being reinforced through other government and community initiatives.

However, effort must be directed toward better coordination of provincial and federal information, programs, services and funds, and to determination of the relevance of existing activities and resource allocation.

### Settlement and integration

There is an inevitable stress associated with moving from one country and culture to another, regardless of the reasons for leaving and the opportunities that may be available after resettlement. Factors which influence the ability to successfully settle in Alberta include coping with separation from family and community, communicating in English, and finding suitable employment.

*You talk to some immigrants and they are very happy to be here. They don't want to go back -- some of them, not even for a visit.*

**Ethnocultural  
Organization**

In 1988, the Canadian Task Force on Mental Health Issues Affecting Immigrants and Refugees reported the results of their two year review in a document entitled *After the Door has been Opened*. While the report addresses mental health issues specifically, it brings forward significant issues relevant to the settlement of immigrants, their qualifications and labour market adjustment. One of the issues is the ability to communicate in the language most commonly used in the community. The report indicates

*Without language, one can never truly enter a culture .... Besides the isolation and loneliness it imposes, lack of language has indirect effects on mental health. Settlers in Canada who cannot speak English or French are less likely to find employment than those who do [speak English or French] .... Newcomers who, despite their language handicap, succeed in finding a job, are likely to be underemployed, working at a level below that expected of persons with their level of training.*



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The Task Force is convinced that the ability to communicate in the language of the community is essential to becoming a full and productive member of Alberta's society and economy. Language issues will be discussed at length in other chapters of this report.

Although not a major focus of this report, proper settlement and support services are crucial to a successful immigration program. The Task Force acknowledges the high level of existing services and encourages all Albertans to continue to strive to make programs more effective. We believe that the following issues must continue to be examined:

*The one thing we have to do is inform the people who represent Canada in other countries about the facts of life. If immigrants come to Canada misunderstanding what is expected of them, it is because they received the wrong information from those people.*

**Professional Association**

1. Is the system sufficiently accessible to accommodate immigrant needs?
2. Are employers aware of the skills immigrants possess and their potential value to the workplace?
3. Can an effective mechanism, accessible by immigrants, employers and professional associations be designed to assess educational and training credentials?
4. Are members of the community aware of how much society as a whole benefits from the contributions of immigrants?
5. Are the objectives, costs and benefits of immigration being adequately communicated?

## Foreign credentials and immigration policy

Regardless of their immigration class, qualified newcomers should be afforded the opportunity to participate in the labour force in their chosen careers. Under the current immigration system, prospective independent immigrants receive points for education levels and suitable occupations as contributing factors to their acceptance for entry. Yet, upon arrival, they frequently find that those credentials and experience which earn "points" are not recognized as equivalent to Alberta standards. If the point system for selecting immigrants is to be used effectively as an assessment tool, there must be a mechanism in place to avoid inconsistencies in policy and practices. On the other hand, those in the social and humanitarian stream, although they are not selected on the basis of the point system, also bring with them training and experience and the expectation that they will be able to work. They may face more limited job prospects in their chosen occupation, as English skill levels are lower for this group.

*Since Alberta is trying to become more competitive in the global market, technical and scientific people from other educational systems could contribute to an awareness of how things are done elsewhere.*

**Ethnocultural  
Organization**

Regardless of the category under which they come to Alberta, more often than not, according to the Canadian Task Force on Mental Health Issues Affecting Immigrants and Refugees, entry into the Canadian labour force is difficult:

*Suitable entry to the labour force for this 'new' immigrant is frequently delayed due to lack of training or work experience appropriate to the Canadian labour market .... Barred from many jobs because of language difficulties, lack of training or discrimination in hiring practices, many migrants are forced into low level jobs in*

*which their marginal status makes them prone to exploitation. Highly educated and highly trained immigrants and refugees often find it impossible to work at a level for which their training has prepared them.*

Current economic trends indicate that there is a need for more people who are skilled in the professions and trades, as well as those who can fill jobs in the manufacturing and construction industries. Immigrants from all categories with experience and educational qualifications can fill this need. For this reason, the recognition of foreign qualifications becomes an important component of a productive and competitive workforce and a sound economy. The effectiveness of our credentialing process will influence Alberta's ability to attract immigrants and provide them with fair access to employment opportunities.

## CHAPTER 3

### ENTERING THE WORKFORCE

Albertans work. We are productive, well-educated and highly skilled. Work is not only a means of livelihood; it is a measure of status in the community and a source of pride, accomplishment and identity. We consider the opportunity to work and contribute to society and our own well-being a right to which all Canadians are entitled.

Work is a fundamental activity in which the vast majority of people wish to participate. Alberta has the highest labour force participation rate in the country, male and female, nonimmigrant and immigrant; and the highest proportion of its working age population employed.

Immigrants from other countries and migrants from other provinces need and want to work for the same reasons as do other Albertans. Entering the workforce is essential if they are to successfully adapt and contribute to their new community. However, in order to enter the workforce, immigrants and migrants must be able to convince employers that they are properly qualified. In many professions and trades, they must meet legislated qualifications required by governments and a variety of regulatory agencies. It is essential that employers and regulatory agencies are able to assess the credentials and qualifications of immigrants and migrants in an equitable fashion to ensure that the skill and knowledge that individuals bring to Alberta can be used to their fullest extent.

## CHAPTER 3

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This chapter describes the institutions and regulatory agencies immigrants and migrants can expect to encounter while seeking to enter the workforce. We discuss how qualification standards are established and administered for occupations regulated under professional and trade legislation, and for other "nonregulated" occupations.

### Professional legislation

During the past quarter-century, the nature of professions has changed considerably. Professional services have become highly complex and specialized as a result of increasing educational levels and new technologies. New disciplines have emerged in fields that were once the domain of a limited number of traditional professions. A member of an emerging profession is now more likely to be an employee of a large public institution, private corporation or partnership, than to be an unsupervised independent practitioner providing services directly to the public. There have also been significant changes in the way we think about professions and the expectations we have of them.

*He is a professional,  
but in the meantime he  
has to pay the rent and  
he has to support  
himself. So he is  
looking for a job, any  
type of job.*

**Immigrant Serving  
Organization**

The Government of Alberta has attempted to develop an effective and equitable approach to professional regulation. The establishment of the Special Committee of the Legislative Assembly of Alberta on Professions and Occupations in 1973, and, in 1978, the *Policy Governing Future Legislation for Professions and Occupations*, are examples of the government's commitment in this field. This was followed by the establishment of the Professions and Occupations Bureau in 1985, and the adoption of a new government policy



statement, *Principles and Policies Governing Professional Legislation in Alberta*, in 1990. The fundamental purpose of professional legislation is public protection. The government, in partnership with the professions, service organizations and the public, has developed a solid framework to ensure adequate standards of professional services, while at the same time ensuring that the professions are accountable to the public through fair and increasingly transparent regulatory processes.

To ensure acceptable quality and practitioner competency, the government currently regulates the provision of services by approximately 90 professional, trade and occupational groups through a variety of mechanisms, including professional legislation. In the broadest sense, the regulation of professional services is a task shared by many, including governments, professions, employers, funding and service agencies, and consumers. For example, consumer protection organizations independently monitor the activities of some professions, and service users themselves take various steps to ensure they receive satisfactory service.

Professional legislation is part of a multifaceted regulatory system, designed to complement and enhance, rather than to replace, other methods of quality assurance and public protection. Regulated professions include traditional, established groups such as law and medicine, and newer groups like social work, respiratory therapy and medical radiation technology.

Despite this diversity, the professions share several common characteristics. All provide vital services to the public, drawing on and

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applying a systematic body of knowledge and expertise. They perform a core of integrated, widely recognized, and generally accepted activities. Each is cohesive, is represented by an organization capable of policing its members, and has developed distinctive professional standards, values and ethics. Most importantly, a regulated discipline provides a service that, if improperly performed, carries a high degree of danger or risk to individual consumers and to the public at large. The controls and procedures established through professional legislation must be consistent with the fundamental objective of maintaining standards and ensuring public safety. At the same time they must ensure public accountability and fairness, while respecting the unique circumstances and requirements of each profession. The precise measures enacted in professional legislation depend particularly on the degree of risk to consumers and the public associated with improper performance of the services; and the extent to which the profession's members practise under effective employer and program standards.

While the primary emphasis for establishing regulatory requirements is public protection, professional legislation also must serve the public interest by promoting quality, efficiency and cost effectiveness in the provision of professional services, ensuring that the rights of service providers, consumers and the public are not unduly restricted, and enabling consumers to exercise informed judgement and freedom of choice with respect to professional services.

The need for a significant degree of peer control is the basis for Alberta's policy of "delegated self-governance of professions". In effect, when the government develops professional legislation, it

delegates to the governing body of a professional group a range of regulatory functions. The profession itself is responsible for registering or licensing practitioners, monitoring competency, investigating complaints, and taking disciplinary action against members found to be incompetent or unethical. Delegated self-governance is thought to be a more equitable, effective and efficient method of regulating professions than direct government control. In return for the privileges and recognition that self-governance brings, professions shoulder a large share of the responsibility for regulation, and are held accountable to the government and the public for the performance of these statutory responsibilities.

*It is not at all a matter of protecting our members from competition or limiting our numbers or anything like that. It is simply a matter of public protection. That is what our association is all about and that is what we do.*

### **Professional Association**

There are two main types of professional legislation: statutes restricting the right to use certain titles and statutes restricting the right to practise. The type of legislation enacted depends on the degree of restriction required.

In most cases, groups are granted the exclusive right to use a particular title. Thus, for example, one does not have to be registered to practise social work, psychology or physical therapy in Alberta, but only those registered under the appropriate legislation may call themselves "Registered Social Worker", "Psychologist" or "Physical Therapist". The purpose of this type of legislation is to enable the public to distinguish between practitioners who possess certain qualifications and practise under certain conditions and those practitioners who do not, while allowing employers and consumers the freedom to choose registered or unregistered practitioners.

In occupations where incompetent service could place the public at significant risk, an exclusive scope of practice may be established. This means that practitioners must be licensed under the act and comply with its requirements, not just to use a title, but to practise that profession.

Scope of practice legislation prevents other types of occupations from providing services listed in the definition of practice. This is an issue if the scope of practice is broadly defined and there are occupations with overlapping scopes of practice. Exclusive scope prevents the development of alternative types of care givers and has economic costs for society. In Ontario, legislation is being passed which removes exclusive scope of practice for all regulated health organizations.

### **Professional entrance requirements**

Standards are set at a level adequate to ensure public protection, and to suit the complexity of the service provided. Their purpose is not to prevent competent practitioners from entering the profession.

Depending on the profession or discipline, an applicant for membership can expect a number of specific requirements. This normally includes graduation at the certificate, diploma, baccalaureate, masters or doctoral level from an approved educational program. This is often supplemented by a period of internship, articling, apprenticeship, or Canadian work experience as a measure of "hands-on" expertise. Several professions also require candidates to pass one or several registration examinations during or after their work experience. Such examinations serve a number of purposes. They may be used as an additional control to ensure the competency of all applicants. They may



be an alternative path to registration for those who are competent, but do not have the standard academic qualifications. They may also be used as a mechanism to determine whether practitioners trained outside the province meet Alberta standards.

Minimum standards are required of all persons seeking professional status, regardless of place of graduation, and these must be verified by specific documentation of educational and other qualifications. If an applicant has completed an approved program at an Alberta institution or at an institution outside of Alberta whose program is considered equivalent, the acceptance of academic qualifications is relatively straightforward. However, persons educated at unknown foreign institutions may experience difficulties in receiving equitable and consistent evaluations. The process of evaluating credentials is becoming increasingly complex as many people coming to Alberta have been educated in institutions unfamiliar to the evaluators.

*We do not distinguish  
between a national and  
an international  
applicant.*  
**Professional  
Association**

One of the long-term objectives of Alberta's new policy on professional legislation is that educational, experiential and examination requirements will either be established directly in professional legislation, or set or approved by an arm's length body. This is to ensure that qualifications are consistent with the skill, knowledge and expertise required to practise the profession and that these qualifications cannot be manipulated according to supply and demand conditions. The Universities Coordinating Council (UCC) is the arm's length body that sets the academic entrance requirements for most of the professions in the province. For the eight disciplines designated under the *Health Disciplines Act*, the Health Disciplines Board performs this function.



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Other arm's length structures are in place for teaching, denturism, ophthalmic dispensing, and podiatry. The professions of medicine and engineering (including geology and geophysics) are exceptions, and do not have an arm's length structure to set or approve educational standards.

### **The role of the Universities Coordinating Council**

The Universities Coordinating Council (UCC) was established in 1966 under the *Universities Act*. The Universities of Alberta, Calgary, Lethbridge, and Athabasca are represented on the Council. Through professional legislation, the UCC has the responsibility of determining the educational qualifications required to practise each of the 28 professions for which it is responsible. It also assesses the adequacy of academic qualifications of applicants seeking registration into these professions. The UCC derives this authority from specific professional statutes and from section 64 of the *Universities Act*.

To carry out its mandate, the Council established the Committee on the Professions in 1980 to develop policies and procedures to fulfil its responsibilities to applicants seeking admission to the professions. This committee also oversees the functions and operations of professional examination boards which are established in accordance with section 64(2) of the *Universities Act*. The UCC is required, according to section 64(3) of the act, to delegate its authority to a professional examination board if required by a professional statute or if the governing body of a profession or occupation requests such delegation. A professional examination board has been established for each

profession for which the UCC is responsible. Table 3.1 lists the 28 professions for which the UCC has responsibilities.

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**Table 3.1**

**PROFESSIONS WITH QUALIFICATIONS SET OR  
APPROVED BY THE UNIVERSITIES COORDINATING  
COUNCIL**

Agrology	Dietitians
Architecture	Forestry
Biology	Home Economics
Certified General Accounting	Interior Design
Certified Management Accounting	Land Surveying
Certified Management Consulting	Law
Chartered Accounting	Local Government
Chiropractic	Nurses
Community Planning	Occupational Therapy
Dentistry (specialist register)	Optometry
Dental Assisting	Osteopathic Medicine
Dental Hygiene	Physical Therapy
Dental Technology	Psychology
	Purchasing Management
	Social Work

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The terms of reference for these professional examination boards states that they are to evaluate the academic qualifications of persons applying for membership in a body incorporated under an act, certify eligibility if qualified, set examinations if not qualified; and, upon completion of examinations, to certify eligibility.

Professional examination boards uniformly comprise an equal number of senior academics and senior practitioners, one representative from the professional body, one nonprofessional, and the secretary of the UCC.

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An executive committee consisting of two or three board members reviews an applicant's academic qualifications for registration in the profession and prescribes any examinations the applicant must pass prior to admission. The entire board is responsible for setting policy and hearing appeals of decisions of the executive committee.

The specific authority given to the UCC by a professional statute varies for each profession. In older statutes, the UCC approves programs of study that are substantially equivalent to approved programs in Alberta institutions. Other statutes require the UCC to approve all educational programs (including Alberta programs). For several professions, the UCC is also responsible for evaluating applications of individuals who have completed programs outside Alberta to determine if they are substantially equivalent to approved minimum standards. In more recent professional statutes, such as the *Dental Disciplines Act*, the *Occupational Therapy Profession Act* and the *Social Work Profession Act*, the UCC has been given a wider range of authority over experiential requirements and registration examinations, in addition to academic requirements. This broader authority is consistent with the government's policy that both educational and experiential qualifications must be set or approved by a body at arm's length from the profession.

*A major aspect of the responsibility of a self-regulating profession is the evaluation of qualifications of those wishing to practise. One of the keystones of professionalism, we believe, is that peers carry out the evaluation.*

**Professional Association**

Foreign graduates are most often affected by the UCC's mandate to review an individual's qualifications to determine if these are substantially equivalent to approved programs. These evaluations are completed on a case-by-case basis. Applicants must provide transcripts and course outlines of the program they graduated from before the UCC can determine equivalency.

### **The role of the Health Disciplines Board**

The Health Disciplines Board was established in January 1982, as an advisory body to government whose function is to provide expertise and guidance in the regulation of health disciplines under the *Health Disciplines Act*. The Board consists of nine members: two from the College of Physicians and Surgeons and seven from the general public. Representatives from various government departments may participate as observers.

One of the functions of the Health Disciplines Board is to develop regulations establishing educational qualifications, examinations and other requirements which applicants for registration in each health discipline must meet. It also approves training programs for registration purposes. In addition, the Board acts as an appeal body for registration decisions made by health discipline committees and associations.

Health disciplines which have been designated under the *Health Disciplines Act* are, in most cases, governed by a health discipline association, although two (mental deficiency nurses and combined laboratory and x-ray technicians) are governed by government appointed committees. Table 3.2 shows the groups that have been designated under the *Health Disciplines Act* and have regulations in force.

Applicants for registration are required to submit information detailing their educational qualifications, examination results, employment record and character references. If an application is received from an individual who has completed a program of studies that has not been

**Table 3.2**

**DISCIPLINES REGULATED UNDER THE  
HEALTH DISCIPLINES ACT**

Combined Lab/X-Ray Technicians  
Emergency Medical Technicians  
Hearing Aid Practitioners  
Licensed Practical Nurse  
Mental Deficiency Nurses  
Medical Radiation Technologists  
Psychiatric Nurses  
Respiratory Therapists

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approved by the Board, the transcripts and program description, and any other training received by the individual are reviewed by a committee of practitioners and other experts established under the act. If the committee determines that the individual's training is equivalent to the approved standard it will grant registration and may recommend that the Health Disciplines Board approve the program for future registration purposes.

**Engineering**

The professions of engineering, geology and geophysics are regulated under the *Engineering, Geological and Geophysical Professions Act*. The act provides for the establishment of a board of examiners which is appointed by the Governing Council of the Association of Professional Engineers, Geologists and Geophysicists of Alberta (APEGGA). The Board of Examiners establishes the academic qualifications necessary to enter the profession and reviews applications for membership from prospective members. Experiential requirements are established in government approved regulations.



### **Podiatry, Ophthalmic Dispensing and Denturism**

For each of podiatry, ophthalmic dispensing and denturism, a government appointed board sets all of the requirements for membership in the profession. These boards meet regularly to review applications. In the case of ophthalmic dispensing and denturism, the Northern Alberta Institute of Technology (NAIT) is requested to review applications from graduates of unapproved programs. NAIT then recommends to the appropriate board that equivalency should be given or that upgrading is required. Alberta educational institutions do not currently offer a program in podiatry; the Board of Examiners in Podiatry has approved programs in the United States.

### **Teaching**

The Minister of Education sets qualifications for Alberta teachers. Individuals wishing to enter into the profession must first apply to Teacher Certification and Development at Alberta Education. The credentials of the individual are reviewed and, if approved, the applicant is eligible to register with the Alberta Teachers' Association.

### Medicine

For medicine, registration requirements are set by the College of Physicians and Surgeons under the authority of the *Medical Profession Act*. The current requirements will be described in the present chapter; however, changes have been proposed to the system for licensure. These will be described in Chapter 8.

Currently graduates of foreign medical schools who wish to be licensed as physicians in Alberta must first have a medical degree from a medical school listed by the World Health Organization. These foreign medical school graduates are required to pass the Evaluating Examination of the Medical Council of Canada, before applying for a postgraduate medical training position in Canada.

To be licensed as a general practitioner in Alberta, applicants are required to complete two years of approved postgraduate training. These positions are difficult to obtain because there are more applicants than positions available. The Canadian Intern Matching Service (CIMS) provides a national matching program; however, this does not guarantee a position for the applicant. Many groups described the difficulties that graduates of foreign medical schools have in obtaining intern positions. This issue is further discussed in Chapter 8.

### **Apprenticeship training and trade certification**

In Alberta, there are currently 52 trades for which specific standards are set to ensure quality work and specific safety procedures. With only ten percent of Canada's population, Alberta has consistently trained more than 20 percent of the country's apprentices since the 1970s.

Designating an occupation as a trade benefits not only the industry but also the labour force and general public. Formal recognition is authorized by the Alberta government through provisions in the *Apprenticeship and Industrial Training Act*. Benefits include

- establishment of formal training programs to build a workforce with the required skills and competencies needed in industry;
- increased employment mobility resulting from public recognition of the qualifications established through certification of a trade;
- incentive for prospective trades persons through the establishment of individualized training contracts; and
- public protection and contribution to the general safety of Albertans.

Industry designed apprenticeship training of one to four years duration, depending on the trade, combines practical experience with four to 12 weeks of classroom instruction annually. At the end of the training period, the apprentice receives a "Completion of Apprenticeship Certificate" and qualifies as a journeyman in the trade.

Journeymen in designated "red seal" trades can write an interprovincial examination. Successful completion of this examination enables them to work in provinces that participate in the program without having to requalify for journeyman status in those provinces. Alberta currently

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participates in 23 "red seal" trades in Canada. (For a complete listing of regulated trades, see Appendix VIII.)

People who have training in a designated trade from outside Alberta are entitled to write challenge examinations to obtain exemption from all or part of the usual training and experience. (This may change when the regulations to the *Apprenticeship and Industry Training Act* are proclaimed.) Challenge examination candidates with language difficulties are permitted to use interpreters. Because of challenge examination availability, there is less difficulty with entering training at midstream levels.

In addition to the usual apprenticeship training programs, there are vocational and technical training programs available in Alberta high schools, colleges and technical institutes. These courses and programs are not a part of the formal apprenticeship system, but the apprenticeship system can award some credit for training obtained from them.

Apprenticeship training involves a contractual agreement between the apprentice and the employer, with the Alberta government as a third party. The government is responsible for registering the contract, administering the overall system, funding technical school training, and monitoring program effectiveness. The key to apprenticeship training is finding an employer who will hire a person as an apprentice, and who employs sufficient numbers of fully qualified journeymen to provide on-site training.

### **Other professions, occupations and trades**

While many people work in regulated professions and trades, many more do not. Yet they too must meet established qualifications set by the employer. An employer may advertise for someone with a high school diploma and sales experience, for a recreational therapist, for a computer operator, or for an office manager. Employers are then faced with the problem of evaluating the individual's qualifications. They may rely on the fact that applicants have received training in Alberta or that they have qualifications similar to those of other employees. However, if the applicant has qualifications from another country, particularly from a developing country, the applicant may be passed over because the employer has no readily available means to determine the applicant's suitability.

### **The consequences of the current system**

Procedures for assessing the qualifications of people trained beyond our borders, national or provincial, are established to ensure that practitioners are competent to practise in Alberta. However, if equivalencies are rigidly and narrowly interpreted, the process may create unnecessary barriers to mobility and negatively affect the supply and distribution of human resources.

Maintaining balance in professional and trade requirements can be difficult. Higher entrance requirements may result in improved service, but also can unnecessarily restrict the supply of qualified practitioners and result in higher training and service provision costs. Closing off



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alternative routes to professional status by not recognizing practical experience, on-the-job training, and self-study may result in unnecessary rigidity, and higher training costs to individuals and society. Quality is meaningless when services cannot be obtained because of high costs or a shortage of practitioners.

The current system of establishing professional and trade standards essentially was designed to deal with the mainstream culture and Alberta educational standards. For the most part, it is based on familiar and comparable systems which exist in Canada, the United States, the United Kingdom, and some European and Commonwealth countries. Assessing academic credentials from other cultures with different education systems often means dealing with the unknown. Nonetheless, trends in immigration suggest that accepting newcomers from diverse backgrounds and an increasing number of source countries will continue.

When immigrants are admitted to Alberta, we, as the host community, have an obligation to ensure that they can access services and opportunities, or to improve systems to better accommodate newcomers. The inequities perpetuated by inconsistency in evaluation and the inability to deal with growing demands for assessment of diverse credentials are addressed in Chapter 7. The problems are serious and they have implications for everyone; new Canadians, employers, professions, educational institutions, governments and the public.

## CHAPTER 4

### JUSTICE, RIGHTS AND FREEDOMS

*Equality...is one of those political symbols — liberty and fraternity are others — into which men have poured the deepest urging of their heart. Every strongly held theory or conception of equality is at once a psychology, an ethic, a theory of social relations, and a vision of the good society.*

(Stated by John H. Schaar in "Equality of Opportunity and Beyond")<sup>1</sup>

There should be no doubt that people who have come to Canada from other lands, those who have become citizens and those with landed immigrant status, are entitled to the same rights and freedoms as all other Canadians. Not surprisingly, where there is an entitlement to rights, there are strong and justifiable expectations that these rights will be respected.

The concept of equality is rather elusive, often lacking precise definition, and thus, has long occupied the thoughts of scholars and philosophers, legislators and judiciaries. It can be said that the accommodation of differences is the essence of true equality. As asserted in a recent Supreme Court decision<sup>2</sup>, treating individuals differently under the law does not necessarily result in inequality, in fact, identical treatment may produce serious inequities. To approach the ideal of full equality before and under the law, the primary consideration must be the impact of the law on the individual or group.

Throughout our history, Canadians have pursued the ideals of freedom and equality. As a result, these rights have always been protected by the democratic character of our society and political institutions, by our

traditional respect for civil liberties, and by the principle of the rule of law maintained in an independent and impartial judiciary. As in many democratic societies, many of the laws and rules that govern us have their bases in the concepts of natural justice and in our common law traditions. In 1960, the Government of Canada adopted the *Canadian Bill of Rights*; and, by 1975, the Alberta Legislature as well as legislatures in Quebec and Saskatchewan had adopted provincial bills of rights. While these bills of rights took precedence over other existing legislation, they were, nonetheless, acts of government and could be overridden by other laws. Furthermore they apply only within their particular jurisdiction; for example, the *Canadian Bill of Rights* applies only to matters under the jurisdiction of the federal government. Most importantly, as the *Canadian Bill of Rights* did not reflect a clear constitutional mandate to make judicial decisions that would limit the authority of parliament, the courts tended to interpret this legislation narrowly.

It was only quite recently, in 1982, that the Constitution of Canada was amended to include an entrenched Charter of Rights and Freedoms. The Charter, like the Canadian and Alberta bills of rights, was designed to deal with relations between governments and individuals. All statutes created by Parliament and provincial legislatures are covered by the Charter, as well as cabinet regulations and the actions of administrative officials responsible to a cabinet minister, Parliament or a legislature. The bylaws and administrative actions of municipal authorities, as well as regulations created by agencies that exercise power on behalf of government, fall within the purview of the Charter. Since professional

associations derive their authority directly through the delegation of power by government, the Charter applies to their activities as well.

The Charter does not, however, cover the private relations between persons. The protection of human rights in the private sphere is accomplished through provisions in the common law and through human rights codes, such as the *Individual's Rights Protection Act*, which have been enacted by each province and the federal government. These codes and other legislation regulating private relations must, however, conform with the Charter. In this chapter we will discuss in more detail the Charter, the *Individual's Rights Protection Act* and other legislative initiatives that may have an impact upon the rights of foreign-trained individuals.

*You have given her a  
paper of citizenship,  
but you have denied  
her rights and  
privileges as a citizen  
because you have not  
accepted her into your  
system.*

**Immigrant**

**The Charter and its application**

*The Canadian Charter of Rights and Freedoms  
guarantees the rights and freedoms set out in it subject  
only to such reasonable limits prescribed by law as can  
be demonstrably justified in a free and democratic  
society.*

Section 1, Canadian Charter of Rights and Freedoms.

The Charter of Rights and Freedoms includes substantive provisions in seven distinct areas: fundamental freedoms, democratic rights, mobility rights, legal rights, equality rights, language rights, and minority language education rights. (A copy of the entire text of the Charter can be found in Appendix IX.) The provisions most relevant to the recognition of foreign qualifications are found in sections 6,7, and 15.



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Section 6 of the Charter addresses "mobility rights". It protects the rights of citizens of Canada to enter, remain in and leave Canada and the rights of permanent residents as well as citizens to move to and take up residence in any province and to pursue a livelihood there. It is this right to pursue a livelihood that has been applied to the rights of individuals with foreign qualifications. It should be noted that the Charter specifies a number of exceptions or constraints on these mobility rights. Specifically these rights are subject to "existing laws or practices of general application in force in a province".

Section 7 of the Charter establishes that everyone (citizens, permanent residents and visitors) has the right to life, liberty and security of the person and can only be deprived of these rights in accordance with the principles of natural justice. This section of the Charter is a general guarantee of procedural and substantive rights, and is not limited merely to such things as whether one gets a fair hearing, but also whether the law in question infringes one's right to liberty and security in a way that may not be in accordance with the principles of natural justice.

Section 15 of the Charter establishes that every individual is equal before and under the law, and has the right to the equal protection and equal benefit of the law without discrimination, and in particular, without discrimination based on race, national or ethnic origin, colour, religion, sex, age, or mental or physical disability. Section 15 of the Charter applies to all persons, including noncitizens, in Canada.

The types of issues addressed under the Charter relevant to persons with foreign qualifications include the following:



1. Can registration or licensure in a profession or trade be restricted to Canadian citizens?
2. Can restrictions be placed upon practitioners from other provinces that would not be placed upon practitioners residing within the province?
3. Can professional associations or other regulatory bodies refuse registration or licensure to practitioners from other countries without considering the nature of their qualifications?

*Nobody on this committee is asking for special dispensation for foreign graduates.*

*What we are asking for is equal treatment and opportunity.*

**Ethnocultural  
Organization**

In *Andrews v. Law Society of British Columbia*<sup>3</sup>, the Supreme Court considered whether a requirement that lawyers be citizens contravened the equality provisions of the Charter. Andrews, a British subject permanently residing in Canada, had a law degree from Oxford and he had fulfilled all of the requirements for admission to the practice of law in BC, except that of Canadian citizenship. Having been refused admission to the Law Society because he was not a citizen, he challenged section 42 of the province's *Barristers and Solicitors Act* as a violation of the Equality Rights provisions of section 15, of the Charter. His action was dismissed at trial, but an appeal was allowed. The Court, in 1989, was unanimous in its ruling that the act in question discriminated against noncitizens and that such discrimination violated the equality rights protected in section 15(1) of the Charter. Although citizenship is not specifically listed in section 15(1), the Court ruled that it fell into a similar category and, therefore, discrimination on the basis of citizenship was prohibited under this section.

Once it has been determined that a law contravenes the Charter, the courts must then determine whether such a contravention is justified

under section 1 of the Charter. In this particular case, the Court considered whether it was a reasonable limitation to require that lawyers be Canadian citizens. In doing so, the Court considered a number of arguments that had been advanced to justify the requirement; that it was intended to ensure that lawyers are familiar with Canadian institutions and customs and committed to Canadian society, or to take into account the fundamental role of lawyers in systems of government. The court concluded that a requirement of citizenship would not necessarily achieve any of these effects and may not even be rationally connected to them. Thus, the majority decision of the Court was that such a limitation was not justified under section 1 of the Charter. Legislation cannot specify citizenship as a criterion for membership in a profession or trade.

Since professional legislation falls under provincial jurisdictions, requirements for registration or licensure can vary from province to province. In addition, since education is a provincial responsibility, educational programs often vary from province to province. For these reasons, it is important to note that concerns about the recognition of foreign qualifications are not limited to people educated outside of Canada. For many professions and trades, credentials from a neighbouring province are "foreign" qualifications. This does not, however, mean that provinces can establish laws that arbitrarily exclude or place restrictions on practitioners from other provinces. In 1989, in the matter of *Law Society of Alberta v. Black*<sup>4</sup>, the Supreme Court of Canada struck down a Society rule that prohibited a lawyer from entering into a partnership with another member of the Law Society not ordinarily resident in the province. The Court determined that the rule

was inconsistent with section 6(2)(b) of the Charter protecting the "right to pursue the gaining of a livelihood in any province". It observed that while the province may regulate the right to gain a livelihood, it cannot do so in terms of provincial boundaries. For example, a province may require practitioners to meet specific academic, experiential, and character requirements as a condition of licensure. It cannot, however, require a practitioner to reside in or otherwise establish residency in the province. Furthermore, the right to pursue gaining a livelihood in any province as set out in section 6 of the Charter does not depend upon actually moving from one province to another.

*We recommend that prejudice and discrimination be eliminated from the evaluation criteria and in career opportunities.*  
**Immigrant Serving Organization**

That residency or other limitations based on provincial boundaries are not likely to be permitted is further illustrated in a decision of the British Columbia Supreme Court (*Re Mia v. Medical Services Commission of British Columbia*, 1985)<sup>5</sup> in which a medical doctor from another province had been denied a billing number. While she could still legally practise in British Columbia, without a billing number she could not bill the provincial health care system. Although the matter was actually decided on other grounds, the judge went on to suggest that limiting billing numbers on the basis of residence and previous practice would be a violation of section 6(2) of the Charter even though the denial of a billing number did not absolutely preclude practising as a physician in British Columbia, it merely made it economically impractical.

Similarly, in the 1989 case of *Wilson and Maxson v. British Columbia Medical Services Commission*<sup>6</sup>, the Commission refused to provide permanent practice or billing numbers to doctors who, while qualified

for licensure, had interned or practised outside British Columbia and wanted to practise in that province. The Medical Services Commission would only provide billing numbers which restricted the doctors to practise in certain geographic areas, or for a limited time. The British Columbia Court of Appeal held that section 7 was infringed when the Commission refused to provide unlimited practice numbers and effectively denied doctors the ability to provide medical services wherever they wanted in the province. The Court held that "liberty" in section 7 included:

*...the right to choose one's occupation and where to pursue it, subject to the right of the state to impose, in accordance with the principles of fundamental justice, legitimate and reasonable restrictions on the activities of individuals.*

The cases described above were dealt with in the British Columbia Supreme Court and are not, therefore, directly applicable to Alberta. Nonetheless, were this wide view of section 7 to be adopted in Alberta, or ultimately by the Supreme Court, then a policy of excluding applicants trained out of the province, or out of the country might be contrary to the liberty interest protected in section 7.

One may draw a parallel between the decisions made with respect to citizenship requirements and interprovincial mobility. In the context of the recognition of foreign qualifications, both may be seen as the application of the principle that one cannot arbitrarily exclude foreign-trained individuals or impose unjustified limitations upon them. The question is, "What are justified limitations?" In the cases discussed, the individuals in question clearly met the training and other requirements for registration or licensure in the province in question. For many



individuals with foreign qualifications, this is not the case and the question arises whether under the Charter a regulatory body is obligated to consider such foreign qualifications.

In a 1988 case, *Jamorski v. Ontario Minister of Health*<sup>7</sup>, the Ontario Supreme Court held that legislation which allowed graduates from certain accredited (American and Canadian) medical schools to proceed directly to internship, whereas foreign graduates of "unaccredited acceptable medical schools" had to complete a pre-internship program, did not infringe the Charter.

The argument used in determining the *Jamorski* case was that graduates of foreign medical schools were not "similarly situated" to graduates from Canadian or American schools. The American medical school system was based on comparable standards to the Canadian system whereas the foreign medical school systems were not monitored by the Ontario authorities, and they were not able to evaluate the foreign schools. By this argument, as long as persons who were similarly situated were treated equally, that is all Canadian or American graduates were treated alike and all foreign graduates were treated alike, there was no violation of the Charter's equality provisions. The interpretation of this section of the Charter has changed with recent Supreme Court decisions. This "similarly-situated" test, which may also be referred to as a test of "formal equality" has been rejected by the Court as a realistic test for violation of equality rights.

If *Jamorski* were being argued today, the court would likely consider other factors. It would have to determine whether a distinction made on



the basis of graduation from a school outside North America was a distinction comparable to the distinctions enumerated in section 15: race, national or ethnic origin, colour, religion, sex, age or mental or physical disability. The Charter forbids discrimination, but mere distinction is not discrimination. McIntyre discusses discrimination in some detail in the *Andrews* case and observes that:

*... discrimination may be described as a distinction, whether intentional or not but based on grounds relating to personal characteristics of the individual or group, which has the effect of imposing burdens, obligations, or disadvantages on such individual or group not imposed upon others, or which withholds or limits access to opportunities, benefits, and advantages available to other members of society. Distinctions based on personal characteristics attributed to an individual solely on the basis of association with a group will rarely escape the charge of discrimination, while those based on an individual's merits and capacities will rarely be so classed.[emphasis added]*

*Law Society of British Columbia et al. v. Andrew et al.* 56 D.L.R. (4th) page 18.

The question then becomes, "Is refusal to recognize the qualifications of an individual, who has been educated in a program that has not been evaluated, discrimination on grounds similar to that based on race, national or ethnic origin; or is this a distinction based on an individual's merits and capacities?" One cannot predict how the courts would decide such a matter, but even if the courts were to determine that such a distinction did constitute discrimination under section 15, the courts may still determine that such laws are justified under section 1 of the Charter. The onus would then be on the defender of the law to establish that it meets a pressing and serious concern, the means chosen to achieve the goal are proportionate to the ends sought, and individual rights are infringed no more than necessary.

For example, a law which excluded or discriminated against professionals on the basis of country of training might be allowed under the Charter if it was judged as necessary to maintain standards for the protection of the public, and it was established that there was an inability to properly assess foreign programs. However, given the existence of agencies in Canada and elsewhere (see Chapter 7) that evaluate foreign qualifications, a court today might not accept the argument that it is too difficult to evaluate qualifications.

*I have found that you have put certain labels upon people which amounts to discrimination. I never thought that this could happen in a country with the reputation of Canada.*  
**Immigrant**

It is important to note that if a program has been assessed and fails to meet Alberta standards, an argument of discrimination under the Charter is unlikely to succeed. A distinction between graduates of such programs and graduates of approved programs would be, to use McIntyre's words, "a distinction based upon individual merit and capacities".

Finally, throughout our discussion of the Charter, we have focused upon its application through individual cases. The Charter of Rights and Freedoms may, as, Ian Greene observes in his book entitled *The Charter of Rights*<sup>8</sup>, be seen not only as a guide to judges conducting judicial reviews but also as a set of instructions to legislators, cabinet ministers and public servants. We would add professional associations and other regulatory bodies to this list. How the principles enunciated in the Charter may be applied to the future recognition of foreign qualifications in Alberta will be addressed later, when we describe the essentials for a professional registration system.

### Protection in the private sphere

*...as a fundamental principle and as a matter of public policy that all persons are equal in dignity and rights without regard to race, religious beliefs, colour, gender, physical disability, mental disability, age, ancestry or place of origin....*

Preamble: *Individual's Rights Protection Act.*

The act prohibits discrimination in the areas of employment, job advertising, job applications and interviews, tenancy, services customarily available to the public, signs and notices published or displayed before the public, and membership in trade unions, employers' organizations or occupational associations.

In Alberta, the government monitors and safeguards the rights of Albertans as embodied in the *Individual's Rights Protection Act*, and provides the vehicle for addressing issues of discrimination through the Alberta Human Rights Commission. Human rights legislation takes precedence over any other provincial law that conflicts with it. The *Individual's Rights Protection Act* recognizes

*...the inherent dignity and the equal and inalienable rights of all persons [are] the foundation of freedom, justice and peace in the world; and*

Basically, Albertans cannot be refused a job, a place to live, or a public service for any of the reasons considered to be discriminatory under this act. Thus, for example, in employment, persons cannot be treated differently because of age or marital status, and men and women doing similar work are entitled to receive equal pay. It should also be noted that where this act prohibits a person from discriminating, the word "person" is defined to include, among other things, an occupational association. Furthermore, section 10 of the act explicitly prohibits

occupational associations from excluding a person from membership, expelling or suspending a member or discriminating against any person or member because of "race, religious beliefs, colour, gender, physical disability, mental disability, marital status, age, ancestry or place of origin of that person or member."

The Alberta Human Rights Commission, established in 1980, under the *Individual's Rights Protection Act*, investigates complaints of discrimination, and, where such complaints are well-founded, attempts to negotiate a settlement. The Commission has dealt successfully with numerous cases, and has done a great deal to foster the awareness of individual rights and those activities which violate rights. The ability of the Commission to act in cases of discrimination is limited, since it can act only if a complaint has been received. It is possible that a great many cases of private discrimination are never addressed and remain unresolved.

*The non-recognition of qualifications represents an abuse and a misuse of the labour force that we have available to us.*  
**Ethnocultural Organization**

In recent times the Commission has received a number of complaints from foreign-trained physicians who felt that the two-tier system used by the College of Physicians and Surgeons discriminated against them. In the past the College of Physicians and Surgeons distinguished between Tier I medical schools — United Kingdom, Ireland, Australia, New Zealand, United States, South Africa, and Tier II schools — all others. Applicants from Tier I schools were permitted to practise medicine in Alberta under specified conditions and were subject to provisions of the Special Register under the *Medical Profession Act*. Graduates of Tier II schools, on the other hand, were required to complete examinations and internships in Canada. The Commission



found that the distinction between Tier I and Tier II schools was discriminatory, as the requirements were based upon the geographic location of medical training, rather than on an assessment of the schools involved or the qualifications of individual applicants. In response to the concerns of the Commission, the College of Physicians and Surgeons has revised its registration requirements. The approach developed by the College is described in more detail in Chapter 8.

### **Recognition of diversity**

Canadian society has been culturally and racially diverse for most of its history. In recognition of the inherent value of a culturally diverse society, the Government of Alberta established the Alberta Multiculturalism Commission in 1988, and in 1990 passed the *Alberta Multiculturalism Act*, which outlines the government's objectives and commitment:

- *to encourage respect for the multicultural heritage of Alberta;*
- *to promote an awareness and understanding of the multicultural heritage of Alberta;*
- *to foster an environment in which all Albertans can participate in and contribute to the cultural, social, economic and political life in Alberta; and*
- *to encourage all sectors of Alberta society to provide access to services and equality of opportunity.<sup>9</sup>*

In accordance with the mandate of this act, the Commission embarked upon the Multiculturalism Action Plan to help Albertans appreciate and benefit from the province's unique cultural and ethnic mix. The Commission is working with the public and private sectors to increase awareness, improve access and enhance participation for all Albertans.



The Commission's recent initiatives are designed to increase cultural understanding among Albertans and break down barriers which hinder social, economic and cultural interaction between diverse cultures so that every Albertan has the opportunity to pursue their hopes and dreams. A culturally and racially diverse society which values that diversity, as envisioned by the Commission, will be a significant boon to the social and economic growth of Alberta. Such a society will not permit even subtle discrimination to hinder an individual's chosen pursuit — whether the individual is a newly arrived immigrant or a long-time resident.

### **Conclusion**

It is perhaps surprising that few incidents based on inadequate, improper or inappropriate evaluation of foreign credentials are challenged. The reasons are many: lack of awareness of rights legislation; lack of money to launch action; candidates' reluctance to go public; a sense of futility about the outcome; and difficulty in proving subtle discrimination. Another reason (possibly the most important, as we shall see later) is that many individuals with foreign qualifications never have an evaluation of their credentials, appropriate or otherwise; and therefore, they never have to consider whether discrimination affected the evaluation. Perhaps, sadly, in the case of refugees and immigrants, there is a sense of resignation and that this is the price of freedom.

## CHAPTER 4

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### References

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## **CHAPTER 5**

### **PRINCIPLES FOR AN EFFECTIVE REGISTRATION SYSTEM**

The regulation of professions and trades is carried out by a complex network of government, professional and other regulatory agencies, all of which play a role in the evaluation of foreign qualifications. These structures coexist sometimes with overlapping functions and differing rules and objectives. This fragmentation is seen as a source of many of the difficulties faced by foreign graduates seeking to practise their profession or trade in the province. If these new Albertans are to have equal opportunities in a competitive labour market, there must be a system for evaluating foreign qualifications that is consistent and equitable. There must be a credential evaluation process that deals with all Albertans, including those with foreign qualifications, according to the same standards and rules. We need a system that allows us to not only maintain appropriate standards but also to capitalize on an important available resource, the knowledge and skills of new Canadians and others trained outside Canada. Such a system is vital to the long-term economic and social development of the province.

In keeping with the principle of professional self-governance, the Task Force recognizes that professions must play an important role in determining what standards for registration should be and whether they are adequately met by applicants for professional registration or licensure. Hands-on judgments about standards of competency can only be made by those who have access to the body of professional knowledge and expertise in question. At the same time, while it is important that the regulatory process should screen out applicants who

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are not competent and would endanger the public, it should not impose artificial standards, or arbitrary or irrelevant requirements. The standards an applicant must meet should be consistent and necessary. They should not fluctuate according to changing labour market conditions, and they should be applied in a way that treats all applicants fairly and equitably.

We do not believe, nor have others suggested, that standards of competency should be altered to accommodate applicants with foreign qualifications. On the other hand, every reasonable effort should be made to ensure that competent practitioners can practise or become eligible to practise with the least possible hindrance. In other words, professional associations and other regulatory agencies and licensing bodies for professions and trades, have a dual responsibility to the people of Alberta. They are responsible for ensuring that all applicants meet minimum standards in the interests of public protection. At the same time, they are responsible for ensuring that all competent practitioners have an opportunity to offer their services to the public, regardless of how or where they attained that competency.

*Why do we have different standards in this country? Sometimes I am surprised how we assess them. In certain trades, if you have a licence from Alberta, you cannot work in Ontario. If you are from Ontario, you cannot work in Alberta. For heaven's sake, we are in one country.*  
**Immigrant Serving Organization**

In the remainder of this chapter we define a set of four interlocking principles derived from this fundamental premise and upon which an ideal registration system, one that is equitable, consistent and effective, could be based. These principles are set out as a guide to the Task Force's analyses and recommendations in the following chapters. They may also serve as a standard against which decision makers in regulatory agencies and licensing bodies involved in the evaluation of foreign qualifications can assess their activities and processes.

**Principle 1:**

*The registration system should be transparent. Information about its workings and purpose should be freely available to all who require it.*

Access to information is both a practical necessity and a reasonable expectation for all applicants, including those from outside Alberta. At every stage of the process, applicants should be informed in an accessible, consistent and timely manner about the standards and requirements they must meet, the documentation they must submit, the agencies they must deal with, the procedures that will be followed in evaluating their application, and procedures for review and appeal of decisions that are made.

*Really it would be of assistance to us, not to go through a process of trial and error, this department and then that department. We like to get all the information at the beginning.*

**Ethnocultural  
Association**

It is essential that the assessment process be as open and accessible as possible. For example, every effort should be made to enable applicants to put forward their case without restriction. They should have access to their files before an initial decision is made to verify the correctness of the documents. They should have the opportunity to submit written evidence, documentation and arguments throughout the evaluation process. Language problems, unreasonable evaluation fees and lack of information should not act as barriers to access. The policies and procedures which guide the assessment process should be available to the public and should be formulated in consultation with all affected stakeholders, including educational institutions, regulatory bodies, governments and employers.



### **Principle 2:**

*Qualifications should be evaluated against explicitly defined and established standards in a competent, relevant, thorough and timely fashion.*

When a candidate applies for registration or licensure, the regulatory agencies and licensing bodies have the often difficult task of determining whether that applicant has the knowledge and skills necessary to practise safely and competently. In most cases, a set of standard entrance qualifications, based on approved educational programs, examinations and recent work experience, are established through legislation to assist them in this task. An individual who clearly meets this standard, such as a recent graduate of the approved program in the province, who has passed all required examinations and attained the required work experience, is normally registered with little difficulty. Others whose training and experience was attained elsewhere may also meet this standard, however this can only be determined once their qualifications have been carefully evaluated.

*Clear, fair and more objective assessment of educational qualifications is required.*  
**Immigrant Serving Organization**

Evaluation of qualifications is not a simple process and may require knowledge of a profession that goes beyond that of the typical practitioner. Evaluators should have expertise in the particular discipline and, ideally, in comparative education and prior-learning assessment techniques. Their decisions should not be based on arbitrary, or subjective judgements or on labour market trends, but on defined, defensible criteria and a full knowledge of the individual case, including comprehensive information about the applicant's program.

Qualifications should be measured against explicitly defined Alberta standards. Although it is often difficult to evaluate learning gained outside of formal education — and the Task Force recognizes this —

every effort should be made to consider learning obtained through work experience, inservice education, volunteer activities, and self-study.

The evaluation process should not require reinvention of the wheel each time foreign qualifications are evaluated. Where appropriate, the evaluators should draw on credible available resources, such as international accreditation systems. In addition, once it has been established that qualifications obtained in another jurisdiction are equivalent to Alberta standards, they should be recognized as equivalent for future applications. In cases where recognition has been given to qualifications from other jurisdictions, every effort should be made to establish formal reciprocity agreements with professional associations and other regulatory structures in these jurisdictions. The use of national examinations is a good way to enhance reciprocity between regulatory jurisdictions. The Task Force encourages the continued development and use of such examinations. By using national examinations and by entering into appropriate reciprocity agreements, foreign-trained practitioners with equivalent qualifications would be automatically entitled to registration or licensure in Alberta. The Task Force believes that this approach should be followed to eliminate unnecessary steps in the evaluation and registration processes.

In many cases, it may not be possible to establish with certainty whether the qualifications of individuals trained outside Alberta are sufficient to meet Alberta standards. For example, a significant part of their learning may have been gained through work experience, employment-based inservice training, volunteer activities or self-study, all of which are difficult to evaluate systematically. In such cases, we

believe applicants should be given an opportunity to demonstrate their competence. There are two major ways this could be done. First, applicants could have an option to challenge national or provincial registration examinations. Second, many professions have short-term refresher training programs which involve an assessment of the hands-on skills of practitioners. Such programs could also be used, where appropriate, to assess the competency of foreign applicants. Examinations or refresher programs used for this purpose should be accessible to the applicant. They should be designed to assess the competency, knowledge and skills of the candidate in relation to defined Alberta standards, and to differentiate between those who meet the minimum standards of competency necessary to ensure public protection and those who do not.

If the assessment process determines that an applicant's training and experience is equivalent to Alberta standards, the applicant should be considered eligible for registration or licensure on the same terms as an applicant who meets the standard Alberta-based requirements. If the assessment reveals that the applicant's qualifications clearly are not equivalent to Alberta's standards, fairness and reasonable discretion should be exercised in determining what steps the applicant must take to become eligible for registration or licensure. Previous training and experience should be recognized as fully as possible. The applicant should be provided with detailed and specific advice on the steps the applicant should take to obtain the required knowledge and skills necessary to meet the minimum standards of competency. This advice should, as far as possible, reflect available opportunities to meet these deficiencies.

**Principle 3:**

*The evaluation process must be demonstrably fair in its application. The principles of natural justice must be observed throughout the process and decision makers should be accountable for the decisions they make.*

For example, applicants should receive timely notification in writing of any decision relating to their case. They have a right to know the grounds on which they are refused registration or denied equivalent status; they should be provided with written reasons for such decisions. An accessible review or appeal process should be in place at all decision points, with a final appeal to the Courts. Applicants should be informed of their right to appeal a decision or have it reviewed at each decision point and should have access to information about the workings of the appeal procedures. Any applicant whose application has been denied or deferred should have the right to appear at a hearing or review, to submit written evidence and to be represented by counsel. The appeal should be dealt with by people who were not involved in the evaluation process or the initial consideration of the application.

Any challenge examinations should be developed and administered in accordance with accepted standards of fairness and objective test development procedures. They should be, as far as possible, free from cultural biases and should focus on the skills and knowledge actually required to practise the profession to the same level of competence other candidates are required to achieve. In cases where candidates are given the opportunity to challenge refresher programs, those programs must correspond to the same standards of fairness and relevance.

### **Principle 4:**

*The regulatory system should be designed to assist those who do not meet Alberta standards to obtain the additional training or experience they need to become recognized in their profession or trade.*

One of the most important keys to fairness and effectiveness in our regulatory system is the way we handle applicants who are partially qualified, those who have some relevant training and experience but cannot, as matters stand, be considered eligible for registration.

Foreign-trained applicants should not be required, either by the regulatory system or by the postsecondary education system, to relearn what they know. It is in the interests of all of us that these applicants be able to build on the learning they have already obtained. Colleges, universities, regulatory bodies and the government should work together in a coordinated fashion to ensure that prior learning is given appropriate recognition and credit. They must also work together to ensure that the educational system is flexible enough to accommodate the training needs of those who must upgrade or retrain to become registered or licensed in their chosen profession or trade.



## **PART II**

### **ISSUES IDENTIFIED BY THE TASK FORCE**



## CHAPTER 6

### INFORMATION

*The Canadian Consulate never told me it would be impossible to pursue my career in Canada and that I would have to give it up in exchange for a visa. If that would have been clear, I would not have accepted the visa.*

Immigrant

#### **Introduction**

One of the major problems faced by new Canadians and those considering immigrating to Canada is the inaccessibility of accurate, timely, and complete information. Without clear information about the prospects of practising their trade, profession or occupation in Canada and the process involved in becoming registered or licensed, it is very difficult for people to understand and access the regulatory system or the support services they need. Many never do find their way through the system, and end up under or unemployed. In addition to causing personal and family hardship, this also results in economic costs for Alberta in lost production, lost tax revenue, and unnecessary support to individuals and families who could and who would rather support themselves. This chapter describes the information problems people face and proposes solutions to them.

#### **Information problems abroad**

Each of Canada's ten provinces and two territories has the authority to regulate professions and trades within its borders. This has resulted in

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12 similar, but not identical, systems that require similar but not identical qualifications to practise particular professions or trades.

Although several provinces have foreign offices and agents in other countries, only Quebec handles its own immigration inquiries. For other provinces, inquiries and applications are handled by Canadian embassies and consulate offices. Because of the high number of inquiries, it is difficult for each of the federal foreign offices to maintain accurate information about the requirements for all of the regulated professions and trades in the provinces and territories. Even if accurate information about these requirements was available, coordinating it and training immigration officers to use this information would be costly.

*I need more  
information about what  
documents are required  
of me in order to have  
my qualifications  
recognized by a  
regulatory agency.*  
**Immigrant**

With such constraints it is easy to understand why almost all individuals and immigrant serving organizations and ethnocultural groups who made presentations to the Task Force raised concerns about inaccurate and often misleading information provided by foreign offices. Seventy-three percent of the immigrant serving organizations and 51 percent of the individuals who completed questionnaires believe the information provided by immigration officials about work requirements in Alberta is unclear.

We heard many accounts about people who honestly and fairly presented their qualifications to immigration counsellors and were told that their qualifications and skill were in short supply in Canada and that they could easily find suitable employment. They came to Alberta with high hopes of a better life, a steady income and the opportunity to

work in their chosen field. Instead, they found that their training was not recognized by the regulatory authorities and they were not given clear information about how to rectify the problem.

The point system used for assessing immigration applications has created much confusion and misunderstanding. Several new Canadians told us that they were awarded additional points because they were members of certain occupations or professions listed as being in short supply in Canada. Some individuals told us that their applications were accepted simply because of their training. Yet when they arrived in Canada, their qualifications were not recognized. We cannot describe the situation better than one presenter:

*Another thing that has come up is lack of information. A lot of people just don't know where to begin, who to contact because they are not familiar with the system, they do not know which agency, what services are available.*

**Immigrant Serving Organization**

*Though these interviewees received landed immigrant status because of their high professional qualifications, their education was not recognized by employers. Here is the painful paradox. Their qualifications gave them high credit points for coming to Canada, but the same qualifications were discounted by employers in Canada. This situation made interviewees feel helpless and depressed.*

For the lucky few, the problem could be rectified by taking a few additional courses or by finding employment in a supervised work setting to make up deficiencies. However, in most cases, the problem could not be solved for a variety of reasons. Often only an insignificant portion of their foreign training was accepted. In several instances, they were not given specific information about how to rectify the deficiencies; they were simply told their qualifications were not recognized. Even when foreign applicants were given specific information about the shortcomings in their education and the additional



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training required to bring it up to an acceptable level, the necessary courses were often not available.

The Task Force heard about much hardship caused by the lack of accurate information. Some people told us that, had they known about the difficulties in having their qualifications recognized in Alberta and Canada, they would not have come. Life at home or in another country would have been better. Therefore, as difficult as it is, the challenge of giving people accurate, complete and timely information about using their foreign qualifications in Canada must be successfully met. Our recommendations about Alberta's role in this task will come later in this chapter.

*I did not say that a consulate official told us our qualifications were directly transferable, but the consulate did say or we were given to believe that our qualifications are in demand and that therefore we are a desirable type of immigrant.*

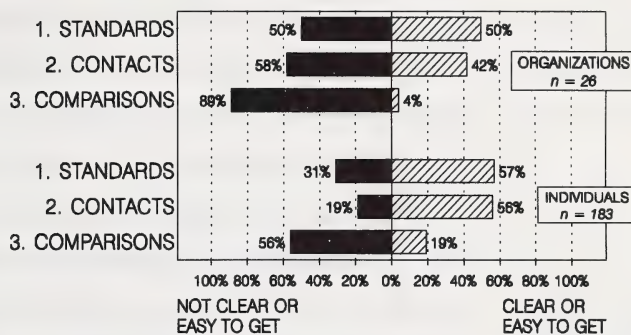
**Immigrant Serving Organization**

### **Information and referral in Alberta**

The process of evaluating foreign qualifications is very complex, involving regulatory and licensing bodies for professions and trades, educational institutions and potential employers. As demonstrated in Figure 6.1, the majority of immigrant serving organizations and individuals who completed questionnaires believe that the information necessary to successfully use the credentialing system is often not available. Without sufficient information, the process is simply too complex and disjointed for many applicants to decipher and understand.

This is particularly so for new Canadians, many of whom are struggling with the English language and have difficulty in fully understanding instructions or information provided to them by the various agencies they encounter. Written information about licensing or registration

**Figure 6.1**  
**AVAILABILITY OF INFORMATION**  
**ORGANIZATIONS AND INDIVIDUALS RESPONDING**



**NOTES:**

1. It is clear what the standards are to practise a profession or trade in Alberta.
2. It is clear who should be contacted to have foreign education evaluated in Alberta.
3. It is easy to get information about how foreign education is compared to Alberta standards.

requirements is often in complex language that cannot be easily understood by someone who has limited experience with English or Canadian institutions, customs and norms. This causes unintentional but significant problems for new Canadians.

There is no single agency responsible for maintaining a complete library of information. Foreign offices abroad have incomplete information about required qualifications and employment prospects. The UCC, the Health Disciplines Board, the College of Physicians and Surgeons of Alberta, Teacher Certification and Development of Alberta Education, professional associations and regulatory agencies and licensing bodies for professions and trades, the government, and employers all have some information. But it is limited to the part of the credentialing system in which they have a stake or responsibility. As a result, people

believe they get conflicting or misleading information. They reported to us that information obtained from one source was often contradicted by another agency involved in evaluating credentials. Some people believed they were deliberately misled, and reported that as soon as they met one requirement, another was imposed. Often, however, the new requirement was a standard established by another part of the system. Complete information about procedures that must be followed and the examinations, work experience, and other requirements that a person with foreign qualifications must meet is not available from a single source. Potential immigrants or new Canadians need access to such information in order to make rational decisions about the prospects of practising their profession or trade in Alberta.

*In the case of highly educated unassisted immigrants, they had high educational qualifications and experience, which were valuable enough for them to get into the country, but once they arrived in the country they were facing tremendous odds. Their professional qualifications and their education were not recognized by employers.*

### **Immigrant Serving Organization**

### **Information about education programs and financial support**

Regulatory agencies and licensing bodies do not have the resources or mandate to keep track of educational programs available to people whose qualifications do not fully meet Alberta standards. Nor can such organizations be expected to ensure that such programs are available. Yet, a major problem faced by people who require upgrading, degree completion or refresher training is the inability to find out if the training is available or whom to contact about obtaining that information.

Information about financial support to assist new Canadians during periods of required retraining is also necessary. A large number of financial support programs are provided by the federal and provincial governments as well as other services to assist people who require additional training and education. However, it is difficult to obtain

information about these programs because they are administered by many different agencies. People who require upgrading have financial and family responsibilities to meet. In most cases they have access to the same support programs that are available to all Canadians. However, because they are new to the country and do not know about our support programs, they must often delay or cancel plans for training because of family and financial responsibilities.

### **Information about nonregulated professions and trades**

The regulated professions and trades make up only a small component of Alberta's workforce. For most jobs in our economy, legally defined qualifications are not required. For these jobs, employers set qualifications according to their experiences and needs rather than through regulation. New Canadians have a pressing need for information about the qualifications generally required by employers in the nonregulated sector. The problems encountered in this area will be discussed at length in the next chapter.

*There needs to be more information about professional associations at Canadian Embassies.*  
**Immigrant Serving Organization**

### **The Canadian Information Centre for International Credentials**

The Canadian Information Centre for International Credentials was established in 1990 by the provinces and the federal government as a national body with responsibility for implementing the United Nations Educational, Scientific and Cultural Organization's Convention on the Recognition of Studies, Diplomas and Degrees from European members of the United Nations. Although the Task Force applauds this initiative, it will not make significant inroads in solving the information needs of



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Albertans for three reasons. First, the national centre will only have a mandate to coordinate and disseminate information about credentials from countries in Europe. In Alberta, our greatest area of need is for information about credentials from Asian countries. Second, the national centre will not have a mandate to provide information about the complex processes that exist in each province for evaluating credentials. Finally, the centre will have a limited budget and it is not intended to handle the information needs of new Canadians in all of the provinces.

### **Our prescription — a centralized information service**

Lack of access to accurate, timely and complete information was one of the most consistently identified problems in our review. Throughout the course of our research, we too had significant difficulty in obtaining information on how the credentialing systems operate and who to contact for required services.

*There is no  
coordination between  
different government  
offices.*

**Immigrant**

One of the most consistent recommendations made by groups who appeared before us was the establishment of a central information and referral agency. The Task Force supports this proposal.



## Recommendation 1

To address the problem of lack of access to information, the Task Force recommends that the Government of Alberta establish an information centre, available to all Albertans including immigrants and other Canadians, that would

- provide computer based information plus referral service about the qualifications that are necessary to practise a profession or trade in Alberta and the processes and requirements that an applicant may encounter;
- provide, in one location, an accessible and visible service that can help people locate the appropriate agencies for reviewing and approving foreign qualifications;
- be a repository of information that could be accessed by immigrants, potential immigrants, immigrant serving organizations, ethnocultural organizations, educational institutions, employers, and federal and provincial governments.

*I think people get frustrated. They get the run-around. They do not know where they are supposed to go. They are told to go here, so they go there. Then they are told to go some place else. This eventually leads to frustration. I really think a lot of people give up.*

**Immigrant Serving Organization**

We believe that a centralized government agency responsible for collecting and disseminating all relevant information is an essential element of our strategy for a more effective system of recognizing foreign qualifications. The other essential element is the assessment centre, which will be discussed in the next chapter.

The information centre can best be characterized as a one stop shopping centre for all those who require information about the evaluation and recognition of non-Alberta qualifications. In order to achieve this objective, the centre would have to develop and maintain up-to-date information on all registration requirements for each profession and trade in Alberta. The centre would also be required to document the

processes and procedures prospective applicants would expect to encounter as they work toward recognition of their qualifications. This information would have to be complete, precise, pertinent and clear to immigrants who are not familiar with our systems or customs. It would include information about how long it normally takes to get through the process and the chronological steps applicants would need to take. It would outline the responsibilities of the various agencies such as the UCC, professional associations and other regulatory agencies and licensing bodies for professions and trades in the credential assessment process. It would have the names and addresses of agencies which applicants would have to contact and the names of the people they would have to see. It would provide information about costs and the documents required for processing applications. It would provide information about appeal processes for applicants who are not satisfied with decisions regarding their application.

*It was a most painful experience. No one wanted to know. No one cared or was impressed with my achievements. No one seemed to understand that they were able to gain valuable expertise at no cost to the Canadian taxpayer.*

**Immigrant**

The information centre would also play an important role in disseminating particulars about available educational opportunities for degree completion or midstream access to programs. Finally, it would be responsible for maintaining a bank of information about available support programs for educational purposes.

People who are now having difficulty obtaining appropriate recognition would find a central information centre an invaluable service. A comprehensive, accessible source of information about requirements for membership in regulated professions or trades, and the qualifications generally recognized by employers in the nonregulated sector of the Alberta economy, should be a part of the system.

This information would be of great value to people representing Alberta and Canada in foreign offices abroad. It would assist everyone, including current residents and students in Alberta, to understand the processes, systems and requirements that are in place to regulate professions and occupations. It would assist educational institutions in identifying the educational needs of foreign graduates. As a part of the assessment centre discussed in the next chapter, it would provide a valuable and comprehensive service to all who come to Alberta from other provinces and countries. It would help these people to use their education and experience and contribute fully to the economic development of Alberta.



## **CHAPTER 7**

# **EVALUATION OF EDUCATION OBTAINED ABROAD**

### **Introduction**

Education is fundamental to modern society. Advanced technology and automation are gradually lessening our need for manual skill and labour. Our society and our economy are becoming more and more reliant on people with high levels of education and advanced specialized knowledge.

At an individual level, educational attainment is critically important to success. There is a strong direct relationship between education, income level, and other measures of socioeconomic well-being. Because of its importance and its payoff, each of us spends a substantial number of years becoming educated. Our education also becomes a part of our identity, a part of who we are and it influences how others see us. In addition to knowing each other as neighbours, friends, or relatives, we also know each other as doctors, teachers, plumbers, or whatever occupation or calling we have chosen.

One of the most significant problems faced by new Canadians in Alberta is a loss of that part of their identity which they derived from the education they attained in their homeland. An important and pressing issue for many new Canadians is: "What role do I play in this country? Can I still practise in my chosen line of work? If I decide to obtain more education in Canada, where will I start? To reach a



certain goal or to qualify for a certain profession or trade, will I have to spend two or six more years at school or university?"

These questions are critically important. It does not matter what level of education was attained abroad. It does not matter if the new Canadian is destined to become a highly qualified licensed professional, a student in one of our educational institutions, an employee of an Alberta enterprise, or a homemaker. They need to know the value of the education they obtained in their homeland. This information helps them transplant themselves into Canadian society and re-establish an identity. It enables them to realistically plan new careers in their new country. Proper evaluation of prior education and training obtained outside of Alberta is one of the most valuable services that this province can provide to newcomers.

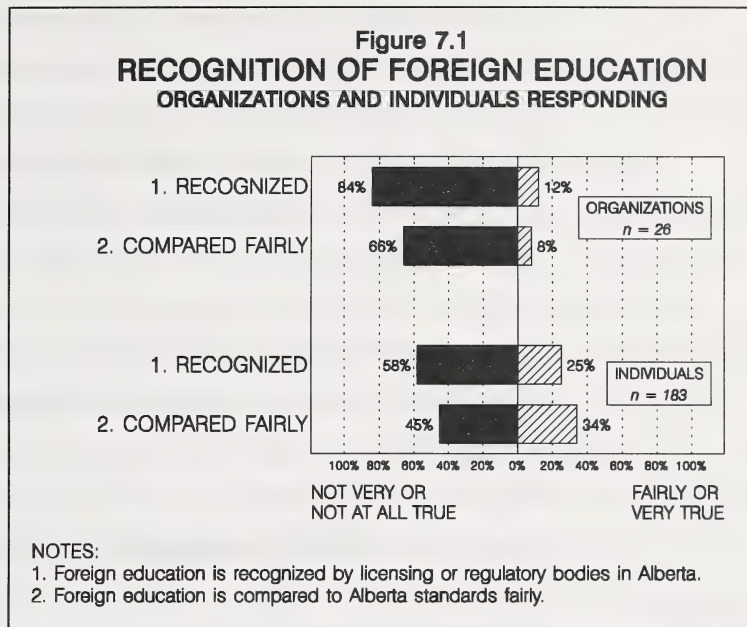
*The provincial government should set up a credential evaluation service to decide on Canadian equivalents of foreign qualifications.*

**Immigrant Serving Organization**

### **The extent of the problem**

Virtually every immigrant and ethnocultural serving organization that made a presentation to the Task Force reported significant problems in this area. Information from the questionnaires points to similar results. From Figure 7.1, it is clear that most immigrant serving organizations and individuals who completed the questionnaires believe that foreign education is not properly recognized by licensing and regulatory bodies in Alberta and is not fairly compared to Alberta standards.

Employers who want to hire qualified employees indicated that they had significant difficulty in evaluating the qualifications of foreign-educated applicants. Several professional associations said that they did not have



the resources or the expertise to properly evaluate the education of applicants who are coming from increasingly numerous countries. The problems faced by those people who must evaluate foreign qualifications are significant.

Of the 16,211 immigrants who arrived in Alberta in 1989, 11.2 percent had completed a university degree. Another 10.5 percent had attended postsecondary institutions, and 10.8 percent had completed occupational or technical training programs leading to a certificate or diploma. Thus in total 32.5 percent, or 5,268 people who immigrated to Alberta in 1990, had some postsecondary education.

Approximately 10 percent of these 5,268 individuals had their educational qualifications evaluated as a part of an admissions process

to a professional association or to an educational institution. The remaining 90 percent of immigrants with postsecondary education had no access to equivalency evaluation of their foreign qualifications. In addition, many who arrived in Alberta in 1990 with postsecondary education or less needed equivalency information to gain admission to apprenticeship, to vocational or occupational training, or to employment.

These numbers strongly indicate that there is a pressing need for a comprehensive system to evaluate education and training obtained outside Alberta.

### **The current system of evaluating foreign credentials in Alberta**

*When people go to evaluate your credentials they're not familiar with how the grading systems work.*  
**Immigrant Serving Organization**

There are several agencies in Alberta that have responsibility for evaluating foreign qualifications. However, most of the immigrant serving organizations and individuals who provided information to the Task Force indicated that the service is fragmented and that the responsible organizations do not have the specific expertise required to handle foreign education.

Alberta Education and the various school boards in the province have the responsibility and expertise to assess foreign obtained education up to and including the high school level. Postsecondary educational institutions, including universities, technical institutes, community colleges and vocational institutes have the expertise to assess the prior education of foreign applicants who apply for enrolment in their educational programs. However, they do not have the mandate, resources or expertise to extend these services to other newcomers. The

Apprenticeship and Trade Certification Division of Alberta Career Development and Employment has in the past provided a type of equivalency service by permitting foreign-trained trades people to take challenge examinations. After successfully passing challenge examinations, candidates are given credit for all or part of the necessary certification in the trade. Teacher Certification and Development of Alberta Education has the expertise and resources to evaluate the foreign education of immigrant teachers. The Universities Coordinating Council (UCC) has the expertise to evaluate the education of the 28 regulated professions and occupations for which it has jurisdiction. Employers who wish to hire foreign-trained applicants must have some mechanism of judging the suitability of foreign credentials.

*Fear of the unknown...when the qualifications of new immigrants are unknown, licensing bodies and regulatory agencies fear recognizing foreign qualifications.*  
**Immigrant Serving Agency**

Thus it is evident that there are a large number of agencies that have some responsibility for assessing foreign qualifications. Each has its own purpose for involvement in this area and the degree of expertise that each kind of agency has varies. However, because the evaluation of foreign applicants is not a primary role for any of these organizations, they have not developed the full range of expertise that is required. The processes used by each of these agencies will be examined in this chapter.

### **How other jurisdictions handle issues of foreign credentials**

The Task Force examined how several other jurisdictions, including Manitoba, Ontario, Quebec and the state of New York, are dealing with this issue; we learned that these jurisdictions are experiencing similar problems. Manitoba and Ontario are actively studying the issue with the intent of making recommendations to their respective governments. Quebec and the state of New York have well developed and effective programs in place.

*I am not convinced that we, given the volumes of applications, want to become experts in assessing foreign degrees. There are a lot of resources associated with that. I think there is a benefit to this being handled by an independent party. I cannot help but think that some kind of centralization would be helpful.*

**Professional Association**

### **The Ontario proposal**

In 1987, the government of Ontario established a three member task force to study "Access to Trades and Professions in Ontario". The Task Force reported its findings in 1989. Its central recommendation was the establishment of a government agency that would have the regulatory authority to evaluate foreign qualifications for all regulated professions and trades and impose its decisions on regulatory bodies, professional associations and educational institutions. We understand that the report was not well received in most of the professions in Ontario; many of them see the recommendations as an attack on professional autonomy and self-governance.

We do not believe that such an approach is necessary or that it would work in Alberta. First, the Ontario model would only provide service to people destined to practise in a regulated profession or trade. In Alberta, the area of greatest need for an equivalency service is in the nonregulated areas of the labour market. Second, with the government



policy that educational and experiential qualifications should be set by a body at arm's length from the profession, we do not think that such a drastic approach would be supported or is necessary.

### **The New York approach**

There are no self-governing professions in the state of New York. Professions are regulated directly by the state through the Department of Education. This department is directly responsible for registering individuals in the professions, for administering a complaint-based discipline system and for collecting annual dues from registered members to cover administration costs. Day-to-day operation of the service is handled by public employees who work with various professional boards whose members are appointed by the governor of the state. Registration appeals are to the Board of Regents, which is a governor-appointed board responsible for all primary, secondary and postsecondary education in the state. The Chairman of the Board of Regents is also the Commissioner of Education, a position equivalent to a deputy minister in Alberta.

*We have enough problems with interprovincial accreditation and when we expand the problem to include all the world there are a lot of problems.*  
**Ethnocultural Organization**

The Department of Education has established a special foreign equivalency division which evaluates the transcripts of applicants who have foreign qualifications and who apply for membership in one of the recognized professions in that state. The centre is staffed by public servants with experience in comparative education. This unit makes recommendations to the Deputy Commissioner of Education concerning acceptance of foreign qualifications whose decisions are appealable to the Board of Regents. Approximately 1200 applications are dealt with

by this division each month. There are no corresponding services for people who have foreign credentials but are not eligible for professional registration.

### The Quebec approach

The Quebec approach is different from that in New York and from the Ontario proposal in one fundamental way. Whereas the New York approach and Ontario proposal are best described as regulatory models, the Quebec approach is service-oriented. The government of Quebec, through its *Ministère des Communautés culturelles et de l'Immigration*, has an established service through its *Division des Equivalences* to evaluate the foreign credentials of any Quebec resident who has obtained qualifications out of that province. The service deals only with academic qualifications but, unlike the service in New York or the one proposed for Ontario, it does not restrict itself to qualifications necessary for the regulated professions or trades. The results of the evaluation by this equivalence division are not binding. Professional associations, licensing bodies and other agencies do not have to accept the evaluations produced by the division.

*The association favours the establishment of a qualifications ombudsman to deal with difficulties in evaluating foreign credentials. An ombudsman would be able to develop contacts for the translation of foreign documents as well as the contacts to obtain the material required to complete an evaluation.*

**Professional Association**

Although the results of the division's evaluations are not binding, demand for its service is high. When the Task Force visited the division in 1990, it was conducting approximately 7,500 evaluations annually. The waiting time from the initial appointment to completion of the evaluation was approximately five months. The demand is high because the equivalency certificate is valuable. Most of the postsecondary educational institutions in Quebec now rely on the

division's evaluations to place foreign students in educational programs. Several professional corporations (associations) require an equivalence certificate from the division as a part of an application for membership. Employers refer potential employees with foreign qualifications to the division for evaluation of the credentials as a part of the employment screening process. Newcomers to Quebec who have no immediate intention of entering the workforce or furthering their education use the services of the division simply to find out where they stand and what additional training they may need when they eventually decide to work outside the home or further their training. Fully one half of the adults who immigrated to Quebec in 1989 used the service of the division.

*The inadequate recognition of foreign qualifications is a major problem in the sense that it effects our everyday lives.*

**Ethnocultural  
Association**

The evaluations conducted by the division are a technical comparison of foreign education to Quebec education. The process of evaluation is supported by a complex data bank which recalls similar cases from similar countries and institutions that the division has already dealt with. The computerized data bank determines all similarities between the case under evaluation and previous cases and highlights any differences. Thus new decisions are required only where there are differences. This process allows for a high degree of consistency among cases and is very efficient. Programs or parts of programs from foreign institutions that have never been reviewed are examined by specialists in comparative education according to set rules and procedures. These rules and procedures are proposed by the division and approved by the Quebec Department of Education prior to use.

### **The need for standardized evaluation of foreign credentials**

The major problem the Task Force uncovered is that the majority of newcomers to Alberta have nowhere to go to have their foreign education evaluated and compared to provincial standards. Less than 20 percent of total employment in Alberta occurs in the regulated professions and trades. For the non-regulated sector, employment job prospects and hiring decisions are based on a competitive free market. For instance, to practise as a computer programmer, a chemist, a salesperson, a researcher, a manager or any other of the hundreds of occupations that are available in Alberta, you do not have to be a member of a particular professional or trade association. You simply have to convince someone to hire you as an employee. Alternatively, if you want to be self-employed, you may have to convince creditors or other backers that you have the necessary skills and motivation to own a business.

*I do not think it is fair to tell someone who has a postsecondary degree from another country that it is worth nothing here. It is very damaging and depressing to be told that your degree is worth nothing.*

**Immigrant Serving Organization**

The Task Force heard from several presenters that lack of evaluation of qualifications in this nonregulated area of work is at least as serious a problem as it is in the regulated professions and trades. Considering that the number of people in this sector is so much larger than that in the regulated sector, the Task Force believes that this is the area of greatest need. For the regulated professions and trades, the different bodies responsible for reviewing and evaluating credentials, both foreign and domestic, may not be operating as effectively or fairly as they should be, but they at least exist: an applicant has some place to start. In the unregulated sector, there is no such service. People in this sector cannot determine how their qualifications compare to Canadian



qualifications. They are disadvantaged because they have nowhere to go.

Alberta employers are familiar with Alberta education programs and their graduates. However, they are usually not familiar with educational systems or programs from abroad. In particular, they are not familiar with the educational programs of countries from which most of our recent immigrants have come. Many of the diplomas and certificates issued by foreign educational institutions are not in English, so the employer cannot understand them. They told the Task Force that Alberta is losing a significant and important source of manpower because the province does not have reliable capacity to evaluate qualifications. Employers who need to hire personnel whose qualifications are not regulated by professional or trade legislation often feel compelled to significantly discount foreign qualifications.

*There are people with tremendous years of training and experience who are never able to practise and are never able to use their education and this is a waste.*

**Immigrant Serving Organization**

In these situations, an employer is unlikely to hire a foreign graduate, not because that person is unable to do the job, but rather because the employer does not have sufficient information to make a rational recruitment decision. This results in positions being left vacant, in less than optimal productive and competitive capacity, and in unnecessary under or unemployment.

### **Our prescription — a centralized evaluation service**

The Task Force believes Alberta has established a solid framework upon which it can build a more effective system for recognizing foreign education. One of our major advantages is that we have an accepted



## CHAPTER 7

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structure, the UCC. It can operate at arm's length from professions and is involved in setting and evaluating academic and, to a lesser degree, experiential qualifications for regulated professions and occupations. Although we identified some operational problems with the UCC, overall it has served the professions and the province well.

We heard concerns from prospective students that there is no standardized service to assess their foreign education when they apply to be admitted to an educational institution. Presenters told us that they believe assessments from educational institutions are haphazard, inconsistent, and more dependent on the person performing the assessment than on the actual training received abroad.

*It is usual that the licensing bodies think or regulate in terms of "all or nothing". In that way, it's easy to find engineers or medical doctors doing janitorial work or staying in the welfare system.*

### **Immigrant**

We heard frustrated employers say that they cannot adequately assess applications from people with foreign training and that this is costing them money and business opportunities. We heard some professional associations and the UCC tell us that there is a need for a more reliable, consistent mechanism to assess foreign credentials. We heard from new Canadians and the organizations that assist and represent them that there is a pressing need for accurate and timely assessment of education obtained abroad.

## **Recommendation 2**

**To address the problems identified in the evaluation of education, the Task Force recommends that the Government of Alberta establish a centre to assess academic qualifications in terms of Alberta high school, trade, college, and university standards. The activities of the assessment centre would be advised by a committee composed of representatives from immigrant serving organizations and ethnocultural groups, professions, trades, educational institutions and employers. This centre would**

- **authenticate foreign and out-of-province academic qualifications and evaluate them in terms of Alberta high school, trade, college and university standards;**
- **be accessible to immigrants, immigrant serving organizations, ethnocultural organizations, Canadians from other provinces, professional associations, regulatory agencies and licensing bodies for professions and trades, educational institutions, employers and governments; and**
- **provide assessments that professional associations, regulatory agencies and licensing bodies for professions and trades, educational institutions and employers could use in determining equivalencies to Alberta educational standards and requirements.**

We propose that this centre operate in a similar fashion to the successful service that has existed in Quebec since 1976. The focus of the assessment centre would be service rather than regulation. The various regulatory bodies in the province already have the authority required to make decisions about qualifications. What is missing is a consistent capability to equate foreign qualifications to Alberta standards. The assessment centre would be attached to the information

centre (discussed in the previous chapter) forming a comprehensive service capable of assessing foreign credentials and referring people to the appropriate agencies or educational institutions.

Although the assessment centre would not replace the authority or function of the UCC or professional associations, we believe it would work closely with these bodies. They, in turn, could rely on the centre to conduct initial evaluations of foreign academic credentials. We saw strong evidence of this in Quebec.

As is the case in Quebec, we believe it is essential that the centre be operated as a government service with the authority to issue a technical academic equivalency certificate under the name of the Alberta government. Assistance from Alberta Education, Alberta Advanced Education and the postsecondary educational institutions would be required to set the equivalency standards and regulations. The centre would not be entitled to issue a degree or diploma, nor would it be entitled to equate foreign qualifications to a particular degree or diploma. As in Quebec, the equivalency certificate would focus on levels of educational attainment and areas of concentration or specialization. For instance, an equivalency certificate could not state that a foreign degree in agriculture is equivalent to a degree in agriculture from the University of Alberta. The certificate would state that this foreign degree is technically equivalent to four years of postsecondary education in Alberta with specialization in agriculture. Although the distinction is fine, it is important. The equivalency service would be capable of providing a technical evaluation of education. However, for practical reasons, it would be impossible for it

*It is very difficult to inform people that the level of education that they have received does not satisfy our standards.*

**Professional  
Association**

or any other service to compare the overall educational experience from any educational program to a similar program in Alberta. In order to do this an intensive accreditation review of the non-Alberta program would be necessary, and this process would have to be repeated on a regular basis. For this reason, it is neither possible nor practical to replace any of the existing methods of assessing foreign qualifications. The proposed centre would cooperate with existing services and regulatory agencies rather than competing with them, filling the important gaps where required equivalency services do not currently exist.

We believe that this service will also be useful to other Canadians who move to Alberta with qualifications from other provinces. In Quebec, the equivalency service is available to any resident of that province, and a significant number of people educated in other provinces use the service.

We endorse a computer-based tracking and information system similar to the one established in Quebec. The major advantage of this system is that decisions are based on precedent. We believe that this results in the highest possible degree of fairness, objectivity and credibility.

Essential to this proposal would be a committee which would advise the centre's management and the minister responsible for the centre. In addition to providing the necessary technical and policy expertise to the centre, we also see the advisory committee as a tool to help establish the centre's credibility. In order for the centre to be successful, it must be accepted by the people who use it. The best way to achieve this is through the advisory committee which will help to establish the service

and the processes, procedures and standards the centre uses to arrive at its results.

Organizations and individuals who addressed the Task Force recognized that there is a cost for the service and that individuals who use it to have their qualifications evaluated should be expected to pay. The Task Force agrees that there should be a fee for the service, but that such fees should not become impediments to accessing the service.

There is no quick or simple solution to the difficulties people and organizations face in evaluating foreign qualifications. Significant problems were reported to us which have resulted in serious, sometimes devastating, predicaments for the people involved. We believe that the establishment of an equivalency centre is a first and necessary step to dealing with the problems encountered by newcomers to the province.

We are convinced however, that such a centre will only be successful if all of the key organizations involved in foreign credential assessment actively support and work toward the implementation of the centre.

Thus we call upon regulatory and licensing bodies for professions and trades, immigrant serving organizations and ethnocultural groups, government departments, educational institutions, and the UCC to work together and make it a reality.

*Difficulties occur in obtaining official documentation, translation and acquiring information or knowledge of educational system in foreign countries.*

**Professional Association**



## **CHAPTER 8**

### **PROFESSIONAL TRAINING, WORK EXPERIENCE AND REGISTRATION EXAMINATIONS**

A regulated profession or trade, as we discussed earlier in this report, is one in which a person must meet specific, legally defined educational criteria and other requirements to practise or to use a designated restricted title. These requirements can consist of one or more of the following: graduation from an acceptable educational program, completion of an approved period of work experience, passing registration examinations and meeting certain language requirements. This chapter will address problems encountered by individuals with foreign qualifications in meeting educational, work experience and examination requirements. Because of the unique problems associated with language requirements, these will be discussed in a subsequent chapter.

#### **Evaluating professional training**

Although most people support high professional standards, many also suspect that some professions inappropriately increase required levels of education to limit membership in the profession, thus enhancing the income, status and employment opportunities of current members. This is less likely in Alberta than in other provinces, since, in most cases, we require that educational standards be set or approved by a body that is at arm's length from the profession. A second concern, expressed by many with foreign qualifications is that the system does not work efficiently, that the Universities Coordinating Council (UCC) and other regulatory and licensing bodies for professions and trades fail to provide

adequate or timely direction and feedback. We have defined these factors as process barriers because they are related to the process of evaluation. Finally the professions and the other agencies involved in the assessment of qualifications also have concerns about increasing workloads and lack of resources.

### The arm's length relationship

*We realize we have to have qualification parity, a parity with Canadian standards. We are not coming here to say that we should be allowed to work with a standard lower than acceptable Canadian standards. Our qualifications and language abilities must be dealt with on their own merits. When deficiencies are found, we are willing to upgrade.*

#### **Ethnocultural Organization**

For most professions, the UCC is the arm's length body charged with evaluating qualifications. For others this function is provided by the Health Disciplines Board, a separate profession-specific board or a government department. Engineering and medicine are the only professions in Alberta whose educational qualifications are not set or approved by an arm's length body. Because the UCC has such a central role in the evaluation of professional qualifications, the following discussion will focus primarily on its merits and problems in relation to this issue.

One way of evaluating the effectiveness of the UCC is to review how successful foreign-trained applicants are in having their credentials approved. We compared the success of foreign-trained applicants to Canadian-trained applicants for the period of January 1, 1989 to December 31, 1990. The results of this examination are contained in Table 8.1.

The table indicates that foreign applicants who apply to have their professional qualifications evaluated by the UCC are reasonably successful in obtaining approval. However, during the course of the

PROFESSIONAL TRAINING, WORK EXPERIENCE AND  
REGISTRATION EXAMINATIONS

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**Table 8.1**

**PERCENTAGE OF APPLICATIONS APPROVED  
BY THE UNIVERSITY COORDINATING  
COUNCIL FOR ALBERTA AND FOREIGN-  
TRAINED APPLICANTS**

Profession	Applications Received		Percent Approved	
	Alberta	Foreign	Alberta	Foreign
Agrology	7	10	14%	40%
Architecture	40	18	100	100
Chiropractic	41	35	100	86
Community Planners	29	0	100	N/A
Dental Hygiene	62	20	89	40
Dentistry (specialist)	3	14	100	92
Dietetics	89	9	87	44
Forestry	25	4	92	75
Home Economics	19	0	89	N/A
Interior Design	6	0	83	N/A
Law	232	77	99	53
Optometry	17	11	94	92
Osteopaths	N/A	N/A	N/A	N/A
Physical Therapy	109	99	96	65
Psychology	125	45	96	62
Social Work	294	27	79	33

presentations made to the Task Force, we received several complaints about the processes used and suggestions on how the UCC could become more effective and responsive.

Because the UCC is structurally independent of both the professions and the government, it is well placed to be recognized as credible by the organizations and individuals who use its services. Unfortunately, the UCC is not seen by several organizations who made presentations to the Task Force as functionally independent, of the professions or, at the very least, its independence is not evident to those using its services.

One reason many people do not perceive a difference between the UCC and professional associations is because each may be given similar but distinct responsibilities. For several professions, the legislation sets out educational requirements that must be UCC approved, in addition to other requirements (such as work experience or professional examinations) that must be approved by the professional association. Candidates who do not fully understand the different components of the system, may believe that professional associations are imposing unnecessary barriers.

*Since our educational requirements are evaluated by the UCC, the association avoids most of the problems.*

**Professional Association**

A second reason that the distinction between the roles of the UCC and the professions is possibly unclear, is the sharing or delegation of responsibilities from the UCC to the professions. Section 64(1) of the *Universities Act* empowers the UCC to delegate its responsibilities back to the professional association. Specifically it may "enter into any arrangement with the governing body of the profession or occupation the Council considers desirable for the fulfilment of the Council's duties, powers or functions under the enactment." Such delegation has occurred for the professions of accounting, nursing, veterinary medicine, land surveying and dentistry. Partial delegation also occurs in the professions of law and dental technology. With delegation of responsibility, the UCC retains final control, however, the actual work is done by the profession. (Appendix X outlines the requirements set by the UCC and professional associations.)

When the UCC enters into such arrangements with a profession, even the best intentions and the fairest processes are considered suspect. When there is no visible distinction between the profession and the



UCC, the public cannot be expected to understand that a delegation of responsibility has occurred. The delegation may be absolutely desirable and all of the required checks, balances and controls may have been established to ensure that the arm's length requirement is not compromised. However, the checks and balances are not visible; the process of delegation is not transparent; and the necessary requirements may be difficult to understand.

*We have no concerns about standards being set high because those standards are there to protect the public.*

**Ethnocultural  
Organization**

Apart from the formal delegation of responsibility, another reason for the failure to distinguish between the UCC and professional associations is that individual members of the profession often serve in a dual capacity. Professional examination boards and executive committees of the UCC consist of educators, who are often members of the profession, and currently registered practising professionals. This is essential if these bodies are to have expertise in the profession. Often people who volunteer their services as members of examination boards also volunteer in some capacity for the professional association. This can result in confusion and a suspicion that the UCC does not really function at arm's length from the profession. One noteworthy example of such overlap occurs when the registrar of the professional association is also a board member. This occurs for 23 of the 28 professional examination boards operating within the UCC, and in many cases, the registrar acts as chairperson. While this arrangement may be beneficial for effective communication between the profession and the UCC, it clearly compromises independence.

*The Principles and Policies Governing Professional Legislation*  
announced by the Alberta government in 1990 requires the UCC to



appoint public members to its examining boards. To date, this has not been implemented. Appointment of public members should help to allay concerns about its independence.

### Process barriers

The Task Force heard about several problems related to the recognition of professional qualifications that were not caused by any particular regulatory requirement but by the overall workings of the regulatory system. The most often cited process barrier is that the system of evaluating qualifications is too complex and foreign-trained applicants simply cannot work their way through it. They are not given information about licensing requirements in a readily understandable form. One professional association, for example, when requested to provide information about registration requirements simply sent the foreign applicant a copy of the profession's regulations without explanation or further guidance.

*It would be beneficial if immigrants were advised to bring support material for their transcripts prior to leaving their homeland.*  
**Professional Association**

Several agencies are often involved in the assessment and approval of professional qualifications, and these organizations often have several administrative structures, registration committees, boards of examiners, appeal committees and educational committees, which may have a role in assessing qualifications. Each of these structures may independently interact with the foreign applicant. As a result, it is not surprising that people are confused, frustrated and may even feel discriminated against. We heard from several individuals that the requirements for registration in a profession or trade are not spelled out clearly at the beginning of the process. Applicants have no more knowledge about what is

required for registration after they contact a professional association than they had before.

In order to deal with this problem, several organizations recommended that licensing bodies provide easy-to-understand descriptions of all of the processes and requirements that foreign applicants will encounter. We support this recommendation. Further, we believe that the information centre described previously will have a key role in helping to develop and circulate this information. Publication of this information by professional associations would also be useful. Many already do this. Such publications would include clear descriptions of required documents, exam procedures, work experience requirements, language requirements, names and addresses of contacts, and registration and examination fees. We also believe that volunteers from ethnocultural organizations could play an important role in assisting with translation of information and in helping new Canadians from their communities to understand this information.

*Many times an applicant will disagree with an assessment of a particular course. Usually when more information is provided or some more research is done the individual will get credit. This is a difficult and time consuming process as a description of a course in a university calendar can be quite different than the course that was taught.*

**Professional  
Association**

Several presenters to the Task Force complained that the system takes too long to process applications. In the eyes of many, infrequent meetings of volunteer boards that assess qualifications result in unnecessary delays. Sometimes, important deadlines such as applications to necessary upgrading courses or examinations are missed because the applicant has not been informed of the requirements. On the other side of the coin, licensing bodies and professional associations operate largely on the strength of volunteers. These volunteers have other responsibilities, including full-time jobs, which limit their time for the professional organization. However, the effect of delayed decisions

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must be realized by all involved and applications from foreign graduates must be given high priority. Licensing bodies should do all that they can to process applications as quickly as possible. In addition, they should develop and publish reasonable guidelines on processing times so that people know what to expect.

A commonly reported and serious process barrier is the lack of information about deficiencies in training or experience provided by licensing bodies to applicants whose qualifications are not accepted. Several people reported that it is an all-or-nothing situation; you are either accepted or rejected. Often, information is not provided about necessary training or experience. Applicants are not told about the availability of upgrading courses; they are simply turned down. We heard that professional associations and other licensing bodies like the UCC do not give sufficient information about why applications are rejected or what the applicants can do, if anything, to make up shortfalls in their training. Another important concern expressed by several organizations is that the UCC does not provide sufficient information about registration requirements. For example, some candidates told us that when they asked the UCC if a particular course or program would be approved, they were told it would be evaluated after they completed their studies rather than prior to enrolment.

*This council has come out very strongly in support of arm's length bodies certifying educational credentials.*  
**Professional Association**

If we are to have a regulatory system that "screens people in", it is essential that feedback to applicants be as complete and helpful as possible. This is an area where we believe that professional associations and licensing bodies must make significant improvements. Applicants whose training is only partially acceptable are entitled to all

available information on training opportunities and prospects of eventually meeting registration requirements. We suggest that the information centre and the licensing bodies work together to overcome these deficiencies on a priority basis.

Finally, many ethnocultural organizations and immigrants believe licensing bodies are not sufficiently concerned about foreign-trained applicants; that they may be viewed as a nuisance. We were told that some professional associations deal rudely and impatiently with foreign applicants. People may be passed from one agency to another without anyone ever ensuring that assistance is given. Some people told us that inquiries may be left unanswered. Sometimes there are cultural conflicts between immigrants and people working on the front lines of professional associations. This is a very sensitive issue and one that is best addressed through education. It occurs because individuals in professional associations and regulatory agencies, like people everywhere, are unfamiliar in dealing with different cultures and different languages. Such problems are encountered in employment settings and have been addressed in some cases by cultural awareness programs. Perhaps professional associations might consider a similar approach. In an increasingly multicultural society, it is not sufficient to inform immigrants about our system. We must make the effort to meet them halfway.



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### Universities Coordinating Council

With respect to the evaluation of professional qualifications, the workload of the UCC and other agencies has changed over time. The primary task was evaluating qualifications from Alberta institutions or from institutions in the United States, the United Kingdom, and western Europe. It is comparatively easy to establish equivalency when out-of-province applicants are graduates of educational programs from countries that have similar education systems. The increase in the number of immigrants coming to Alberta from Asian and east European countries, however, represents a considerable challenge. In addition, as the number of immigrants who possess professional qualifications steadily increases, the demand for accurate and timely assessments will continue to grow.

*Professional associations should be required to provide standard information about the procedure for applying and the qualifications that are needed by the applicant.*

**Immigrant Serving Organization**

The changing demographic profile of UCC applicants has strained its resources and capacity to evaluate foreign education. The UCC was not designed to deal with languages other than English. It does not have knowledge about educational programs and systems in Asian or other developing countries. On the other hand, the numbers of foreign graduates from countries or institutions seeking evaluation by the UCC do not warrant large expenditures of resources.

The UCC members, officials and staff who are responsible for professional standards must meet a variety of objectives and needs. The



uniqueness of this agency, and the increased demands on the service it provides have put considerable strain on its resources.

### **Recommendation 3**

**To address the problems identified in the evaluation of training by the Universities Coordinating Council, the Task Force recommends that the Council**

- **assess its current policies and procedures for evaluating applicants' educational qualifications and make necessary changes to ensure that its review processes and decisions remain independent of professional associations and licensing bodies;**
- **place public members on all of its examining boards;**
- **provide accurate, timely and complete information to applicants at all stages of the application process; and**
- **provide complete and timely information to applicants on any deficiencies in their training.**

The assessment centre proposed in Chapter 7 would be capable of providing technical equivalency certificates for all foreign credentials; however, it is not intended to replace the UCC or other licensing bodies that currently have responsibility for setting or approving professional standards.

We attempted to validate the need for and to assess probable acceptance of an assessment service in discussions with several senior officials of professional and regulatory agencies, including the UCC. The response from these groups was positive. Each recognized the need for the

service, as well as the limitations on the existing agencies in providing such a service. However, all of the authorities cautioned against a mandatory requirement to accept certificates issued by the assessment centre for registration or replacing the existing regulatory structures by the centre. The Task Force agrees that use of the assessment centre's certificates by regulators, educational institutions, or employers should not be mandatory. This proposed voluntary nature of the equivalency assessment service is modeled on the successful program in Quebec. Nonetheless, we do believe that professional associations and other agencies such as the UCC will find the service complementary to their work. We expect they would come to rely on the centre's services as a necessary component to their system. The centre's focus would be on evaluating credentials for use in the nonregulated sector of the workforce; giving it regulatory authority would detract from this focus. However, it would be able to work in partnership with the existing regulatory agencies to assist in the process of evaluating foreign and out-of-province qualifications.

### **Evaluating work experience**

For many professions and trades, applicants must meet requirements for work experience in addition to academic requirements. Work experience is usually assessed by professional associations or licensing bodies. It is intended to give applicants an opportunity to obtain experience in their profession or trade, and to further develop the knowledge and skill they obtained during their academic training. Work experience also permits individuals to become familiar with Canadian and local laws and ways of doing things in a controlled and supervised

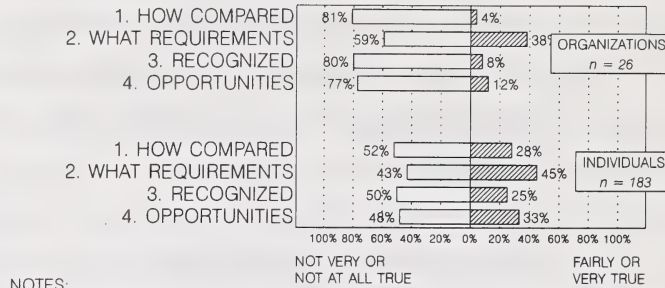
environment. It also allows further assessment of the applicant's ability by someone who is a practising member of the profession or trade.

The present discussion will not address the precise work experience requirements for each profession or trade but will focus on the general problems and concerns that were reported to us about work experience. Specific requirements are outlined in other parts of this report or in the appendices.

The Task Force recognizes that work experience can be a valid and well recognized method of ensuring appropriate professional and trade standards. However, such requirements are seen as barriers for people with foreign credentials, particularly as all or part of the required work experience must be obtained in Canada. This requirement for experience in the Canadian workforce was one of the most persistent concerns reported to the Task Force as Figure 8.1 indicates.

Many organizations reported that it is difficult, and sometimes impossible, to access relevant Canadian work experience. Several organizations and individuals reported what is commonly called a "catch 22" situation. Employers unfamiliar with foreign educational programs are hesitant to hire foreign-trained people unless they have attained membership in the appropriate professional association. However, professional associations cannot register them because they do not have the Canadian experience necessary for registration. The separate decisions of the employer and the professional association are logical and serve the separate interest of each party. Together, however, they make it impossible for the foreign-trained candidate to qualify for

**Figure 8.1**  
**RECOGNITION OF WORK EXPERIENCE**  
**ORGANIZATIONS AND INDIVIDUALS RESPONDING**



**NOTES:**

1. It is easy to get information about how foreign work experience is compared to Alberta standards.
2. It is easy to get information about what work experience is needed to practise a profession or trade in Alberta.
3. Foreign work experience is recognized by licensing bodies or regulatory agencies in Alberta.
4. There are opportunities to get work experience in Alberta to meet Alberta standards.

membership in the profession.

Many foreign-trained individuals and their representative organizations suspect that Canadian experience requirements may be a deliberate mechanism established to keep foreign-trained people out of the professions and trades in Alberta. Several organizations and individuals told us that professional work experience is relevant regardless of the country where it is obtained and that repeating work experience requirements in Canada is a waste of time, energy and resources for the applicant.

On the other hand, we believe there are distinct differences in the ways professions and trades are practised in different countries. Professions and trades in other countries may not have access to the same

technologies and equipment used in Canada. Laws and regulations such as building codes, criminal law or tax law, vary from country to country. Professional codes and ethical standards may also vary widely. Each of these factors points to the relevance and legitimacy of requirement for some Canadian work experience. The issue is really how much Canadian experience is appropriate and how is non-Canadian experience to be evaluated.

There are no simple solutions to the problems and dilemmas created by Canadian work experience requirements. The cooperation and active support of professional associations and licensing bodies, individual members of the regulated professions and trades, governments, industry and employer associations, and individual employers are necessary to effectively deal with this problem. The Task Force challenges each of these groups to do its part in working cooperatively to tackle the problems in this area.

*I believe as a professional association we should examine the possibility of issuing provisional registration subject to completion of a requirement.*  
**Professional Association**

#### **Recommendation 4**

**To address the problems concerning work experience, the Task Force recommends**

- (a) **that professional associations, regulatory agencies and licensing bodies for professions and trades**

**review their Canadian work experience requirements to ensure that the duration and the type of experience required are appropriate;**

**develop and clearly describe the specific objectives of Canadian work experience requirements so that applicants and potential employers have a clear understanding of the learning that is expected during the period;**



- examine alternatives to work experience, such as temporary or restricted registration and implement these alternatives as appropriate;
  - inform their members about the problems new Canadians have in obtaining Canadian experience and encourage their members to provide the required experience; and
  - find ways of evaluating and accepting appropriate non-Canadian experience;
- (b) that the governments of Alberta and Canada
- communicate the needs of foreign-trained graduates in respect to Canadian experience requirements to employers and the public in general;
  - within the framework of job strategy programs, continue to assist individuals with foreign qualifications to meet Canadian work experience requirements; and
  - continue to encourage employers to provide appropriate education and training for managers who work with a culturally diverse workforce and for staff who provide services to a culturally diverse clientele;
- (c) that employers
- provide mechanisms and programs which will allow foreign-trained applicants to gain appropriate Canadian work experience; and
  - provide appropriate education and training for managers who work with a culturally diverse workforce and for staff who provide services to a culturally diverse clientele.

Most professionals believe it is a part of their responsibility to the profession and society to assist with the training and development of new members by providing articling, apprenticeship or other types of work experience to them. Professional associations could perform a valuable service to foreign-trained applicants by helping to communicate the need for Canadian experience to members and by encouraging members to provide the required experience. Professional associations should also try to find ways of evaluating and accepting any appropriate non-Canadian experience. We would expect the information centre to provide support in this area and track and record the evaluation methods of other jurisdictions in North America.

Employers and industry benefit from the availability of qualified individuals to work in their enterprises and businesses. They too can assist with the problems created by requirements for Canadian experience. These groups, in conjunction with professional associations and licensing bodies, should attempt to provide mechanisms which will allow foreign-trained applicants to gain appropriate Canadian experience. We believe that employers should give this high priority and we challenge them to accept responsibility in this area.

Provincial and federal governments can play important roles as well. They must help articulate and communicate the plight of foreign-trained graduates in respect to Canadian work experience requirements.

The lack of understanding of cultural backgrounds of new Canadians often results in unintentional systemic barriers to employment. The Task Force believes that education and cross-cultural training are

necessary for employers and supervisors to assist them in gaining a better understanding of, and appreciation for, today's culturally diverse workforce. We are often afraid of the unknown and this sometimes works to the disadvantage of new Canadians who are seeking employment or access to a profession or trade. We believe that the provincial and federal governments should encourage industry and employers to provide appropriate cross-cultural education in this area.

With the recent and unprecedented rise in international trade and the globalization of business, there are significant advantages to employing people with experience in and knowledge about other countries. As a part of the province's overall strategy of economic development and competitiveness, the government should encourage industry to take advantage of the knowledge foreign-trained graduates have about customs and business practices in other countries. Farsighted employers, who are willing to accept diversity, will use the knowledge gained from foreign-trained employees to their advantage.

*The only problem is  
access to internship.*  
**Ethnocultural  
Organization**

### **Licensure Requirements to Practise Medicine**

The requirements to meet Alberta standards to practise medicine have received particular attention among individuals with foreign qualifications. Due to the unique features and issues associated with access to medical practice, this matter will be discussed separately and in some detail.

Current medical licensure issues

Presenters to the Task Force estimated that there are from 60 to 100 graduates of foreign medical schools presently residing in Alberta who are unable to meet medical licensure requirements under the *Medical Profession Act*. Our own research confirms these numbers.

Graduates of foreign medical schools were represented in our investigations by two groups. One group, representing refugee physicians, claimed that its members have special problems and deserve special attention because they left their homeland fleeing for their lives. The group believes that refugee physicians are entitled to higher priority than physicians who immigrated with full knowledge that they probably could not practise medicine in Canada.

The second group represented immigrant physicians. This group argued that immigrant physicians and refugee physicians should have opportunities equitable to refugee applicants for meeting provincial licensure requirements. The Task Force considered this matter and decided that since immigration status is not a credentialing issue, it will not be addressed in this report.

Being required to meet Alberta standards for medical practice is not the issue for graduates of foreign medical schools. All of those who appeared before us accept and endorse the need to assess medical credentials against provincial standards for public protection.

## CHAPTER 8

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Graduates of foreign medical schools have had problems in obtaining internships. In the past, graduates of foreign medical schools other than those from accredited U.S. programs were required to complete internships in Canada once they had passed the Evaluating Exam of the Medical Council of Canada. As nationally the number of internship positions approximate the number of graduates from Canadian medical schools, there appeared to be limited opportunities for graduates of foreign medical schools to access internship positions.

As described in Chapter 3, applicants are matched to internship positions through the Canadian Internship Matching Service (CIMS). The Task Force is satisfied that this computer driven matching service objectively selects the most suitable candidates for available internship positions. For a variety of reasons, not all available positions are filled by the initial match. Some applicants do not accept the positions offered and some applicants are rejected by the employing hospital. The end result is that after the initial match, there are a number of vacancies and a number of qualified candidates competing for these positions. Although many graduates of foreign medical schools do not get internship positions, some do. This demonstrates to us that graduates of foreign medical schools are not unfairly eliminated by first round matching.

However, several individuals reported that they believe the second match is unfair. The established medical community knows which applicants and positions are unmatched soon after the first match. It was reported that some people use their contacts and influence to help obtain these positions for former students or acquaintances by

*So, I guess what we  
are asking for, is some  
kind of special  
provision for  
immigrant and refugee  
doctors in rural  
Alberta.*

**Rural Community**



contacting their colleagues in the hospitals with vacancies. We discussed this issue with people involved in internship matching in Alberta and they readily confirmed that this had occurred in the past. Graduates of foreign medical schools believe the second match is discriminatory because they are unable to access the system built on informal contacts or influence. In our opinion, there is some unfairness in the second round selection and the medical community should take measures to correct it.

*Once you are a doctor you feel you'll never be laid off. You are your own boss. Well, I only learned after coming here that is not true at all. Even if you are a doctor, regardless of your experience, you will never be a doctor again.*

**Ethnocultural  
Organization**

The Task Force heard arguments for increasing the number of internship positions and for designating a certain number of positions exclusively for graduates of foreign medical schools. This has been done in Quebec, Ontario and British Columbia. Until recently Manitoba designated some positions for refugee physicians only.

We examined and rejected the proposition that there be positions designated exclusively for immigrant and refugee applicants. Not only would this be unfair to Canadian-trained applicants who cannot find an internship position, it would also offend the merit principle. We strongly believe that internship positions should be allocated on the principle of merit. However, the selection process must be fair, ensuring the best candidates are selected and that country of training is not a factor in selection. The following sections describe recent developments related to the assessment and the interprovincial portability of medical credentials.

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### Recent amendments concerning the Licentiate of the Medical Council of Canada and proposed provincial licensure requirements

The *Canada Medical Act* was proclaimed in 1912 to establish a process for the interprovincial portability of physician credentials. The act established the Medical Council of Canada (MCC), which has the authority to issue a certificate called the Licentiate of the Medical Council of Canada (LMCC) to candidates meeting prescribed requirements. Until recently, the Council administered two exams:

- the Evaluating Exam of the Medical Council of Canada, to assess the eligibility of graduates of foreign medical schools to sit the Qualifying Exam of the Medical Council of Canada; and
- the Qualifying Exam of the Medical Council of Canada (QEMCC) which was taken by trainees after graduating from Canadian medical schools and by other candidates deemed eligible by provincial licensing authorities.

*The College is given the responsibility of maintaining the excellency in the profession. All I ask is that excellence or proficiency be tested. Then the College can decide if this is a good doctor or a bad doctor.*  
**Immigrant**

On September 24, 1991 the Medical Council of Canada approved bylaw amendments which established two parts for the QEMCC. The amendments emphasize the difference between requirements for the LMCC and those for provincial medical licensure (see Table 8.2).

Attainment of the LMCC indicates that an applicant has passed both parts of the QEMCC and has completed one year of postgraduate training. For interprovincial portability of medical licensure, provincial licensing authorities are proposing that applicants have both the LMCC

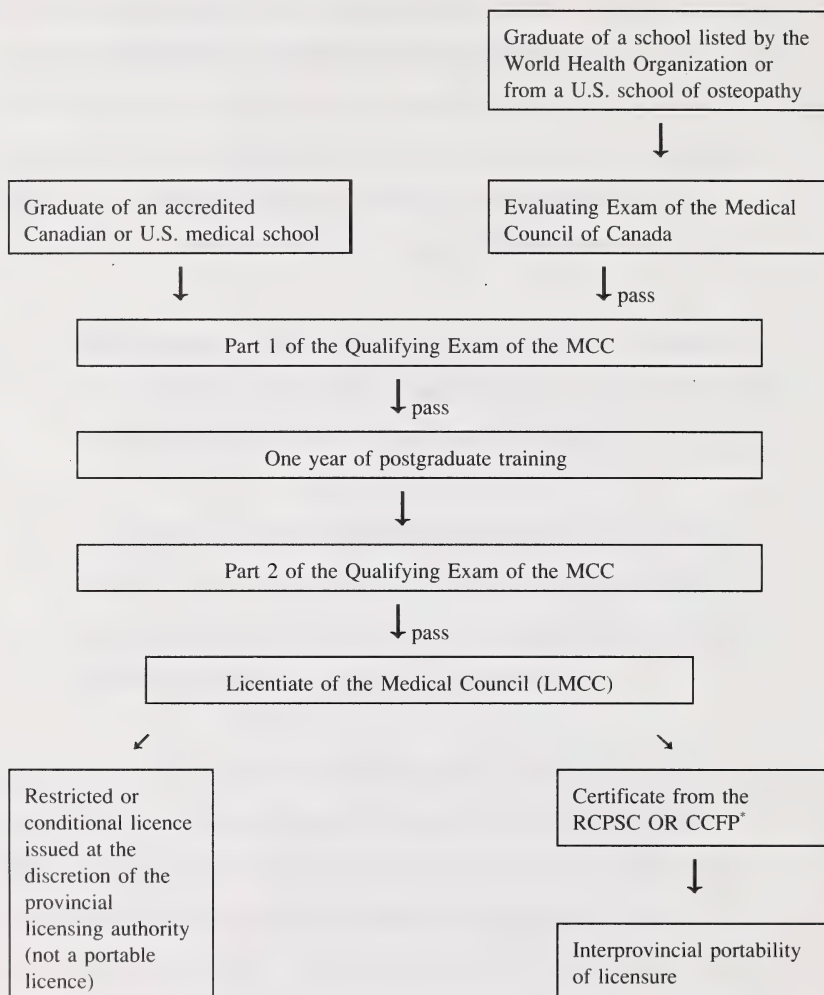
PROFESSIONAL TRAINING, WORK EXPERIENCE AND  
REGISTRATION EXAMINATIONS

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and a certificate from either the Canadian College of Family Physicians (CCFP) or the Royal College of Physicians and Surgeons of Canada (RCPSC). For the time being, Quebec does not recognize the QEMCC for the purpose of licensure. However graduates of Quebec medical schools are eligible to sit the examinations.

Table 8.2

**NEW REQUIREMENTS FOR THE LICENTIATE OF THE  
MEDICAL COUNCIL OF CANADA (LMCC)**



\* RCPSC: Royal College of Physicians and Surgeons of Canada  
 \* CCFP: Canadian College of Family Physicians

## PROFESSIONAL TRAINING, WORK EXPERIENCE AND REGISTRATION EXAMINATIONS

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There are four stages to the interprovincial portability of medical licensure:

1. Successful completion of Part 1 of the QEMCC. To be eligible to sit this examination, applicants must be:
  - a graduate of an accredited medical school in Canada or the United States, or
  - a graduate of a foreign medical school listed in the World Health Organization Medical School Directory or from a U.S. osteopathy program, and have passed the Evaluating Exam of the Medical Council of Canada;
2. Successful completion of Part 2 of the QEMCC. To be eligible, an applicant must have completed 12 months of postgraduate medical training;
3. Receive the LMCC and be registered in the Canadian Medical Register; and
4. Have a certificate from the Royal College of Physicians and Surgeons of Canada (RCPSC) or from the College of Family Physicians of Canada (CFPC).

By meeting all four requirements, physicians are guaranteed interprovincial portability of their credentials. Failure to meet any of these requirements restricts the granting of medical licensure to the discretion of each provincial licensing authority.



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The Association of Canadian Medical Colleges, representing the 16 medical faculties in Canada, has advised that most postgraduate training positions in the future will be in programs leading to certification in Family Medicine or a Royal College specialty. Other positions will be limited to providing training to individuals who have been unable to enter or to complete certification programs.

All provinces, with the exception of Quebec, will likely require successful completion of the two part Qualifying Examination of the Medical Council of Canada after January 1, 1994 as one of the prerequisites for licensure.

### Implications of proposed provincial licensure requirements for graduates of foreign medical programs

In September 1991, the Federation of Medical Licensing Authorities of Canada, representing the ten provincial and two territorial licensing bodies, with the exception of Quebec, agreed that the basis for licensure for the majority of trainees will be successful completion of the two part Qualifying Examination of the Medical Council of Canada plus certification by either the College of Family Physicians of Canada (CFPC) or the Royal College of Physicians and Surgeons of Canada (RCPSC).

The licensing authorities also agreed that restricted or conditional licensure may be available for trainees who have been unable to complete certification in family medicine or a specialty. These conditional licences would be issued at the discretion of each provincial

licensing authority. In Alberta the licensing authority is the College of Physicians and Surgeons of Alberta. Conditional licences will likely not be portable between provinces.

The following types of physicians would not have credentials recognized for interprovincial portability:

- physicians certified in family medicine or specialty programs, but who do not have the LMCC, or
- physicians who have the LMCC but do not have a certificate in family medicine or specialty programs from either the CFPC or the RCPSC.

These applicants may be eligible for restricted or conditional licences at the discretion of each provincial licensing authority. The restricted licensure provides a flexible process for each province to address regional and specialty shortages.

### **Registration examinations**

Examinations are used by several professional associations and licensing bodies in Alberta as a means of assessing if an applicant should be admitted to a profession or trade. Some licensing bodies use national examinations that are widely accepted as a part of the entrance qualification to practise the profession in Canada. Other professions and trades have developed provincial examinations, which are used only in Alberta. In some cases, only applicants with foreign qualifications are required to take licensing examinations.

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In order to be admitted to the professions of veterinary medicine, architecture, chartered or certified management accountancy, registered nursing and town planning, all applicants must pass a national certification examination. For each of these professions, the national examination is a part of the entrance requirements established or approved by the UCC. These examinations are normally developed by a national association of the profession which has representation from each of the provinces that uses the examination. In Alberta, the UCC approves the examinations set for registration purposes required by all candidates.

*There are a lot of people who have accessed the examination system and have been successful, the system seems to be working. Sure there are always some people who are unhappy.*

**Professional Association**

Applicants to the professions of medical radiation technology, respiratory therapy, and licensed practical nursing must also pass a national certification examination. These examinations are approved by the Health Disciplines Board. The profession of pharmacy currently uses a national examination established by the National Pharmacy Examining Board. When the new *Pharmaceutical Profession Act* is proclaimed, the UCC will have jurisdiction over this examination.

Provincial certification examinations are required by the professions of architecture, chiropractic, dental hygiene, law, occupational therapy, optometry, ophthalmic dispensing, dental technology, denturists, emergency medical technology, and combined laboratory and x-ray technology. The UCC approves the examinations for dental hygiene, dental technology and occupational therapy. The Health Disciplines Board approves the provincial examinations for emergency medical technology and combined laboratory and x-ray technology. Provincial examinations for denturism and ophthalmic dispensing are approved by

government established boards. The professions of law, chiropractic and optometry approve their own provincial certification examinations. Certification or registration examinations are normally required for all applicants within a profession and are usually administered after the candidate has met all other requirements. For some professions, these examinations are not required for all candidates. Candidates for dentistry who are not graduates of Canadian dental schools must pass a written and clinical examination provided by the National Dental Examining Board. In the case of individuals with foreign qualifications, examinations can also be used as an alternative means of evaluation in lieu of a detailed assessment of training or a period of retraining. In this context an examination may be seen as providing foreign-trained graduates with an opportunity to demonstrate their knowledge. Foreign graduates in physiotherapy, for example, can take a UCC approved national certification examination to demonstrate that they meet Canadian standards. The profession of engineering has a series of confirmatory examinations set by its board of examiners for candidates who are not graduates of programs approved by the board. Successful completion of the required confirmatory examinations permits a foreign-trained applicant to register as an engineer-in-training.

A series of examinations is available to people who wish to register as social workers but do not have approved academic qualifications. There are syllabus programs in architecture and engineering composed of a series of courses and examinations. These provide alternative routes to certification into these professions without going through the normal university training programs.

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Examinations are also used extensively for certification in Alberta's trades. One of the strongest features of the trade certification process is the provision for foreign-trained trades people to write challenge examinations. Currently separate examinations are available as a challenge for each year of a trade certification program. Successful completion of the appropriate examination gives equivalent recognition of all training up to and including the year that was challenged. The Task Force applauds this system because it has resulted in high levels of access into the trades by people with foreign qualifications. The Task Force strongly recommends that this system be preserved in the new legislation governing trade certification which was passed by the Alberta Legislative Assembly in 1991.

*Approving programs takes a lot of people's time, and that's when we said that the fairest thing to do is just to have confirmatory exams across the board.*

**Professional  
Association**

The concerns that the Task Force heard about examinations fall into two somewhat opposing categories. The first concern is that examinations are not widely used to screen applicants with foreign qualifications. Completion of the certification or registration examination is normally the last step in the registration process. It is usually available only to candidates who have already met other requirements such as graduating from an acceptable educational program and completing any work experience that may be required. Some groups believe that these examinations should be used as an initial measure of professional competence. The results of the assessment can be used by the regulatory authority in assessing academic credentials and work experience.

The second concern is an opposing view. Some professions such as dentistry and engineering provide special examinations for foreign-



trained applicants who are not graduates of approved programs.

Canadian-educated applicants who graduated from approved programs are exempt. Many organizations who appeared before the Task Force believe that the selective use of examinations is unfair. They believe that these examinations are designed to fail candidates rather than to objectively test their knowledge in the area.

The Task Force recognizes the potential abuse of examinations for the purpose of screening qualified people out of a profession or trade. We have no way of assessing the legitimacy of the complaints about the selective use of examinations as an entrance barrier. An objective analysis of this complaint would require an independent review of the specific examination by someone with technical expertise in the area. We have no access to these resources nor are we suggesting that there is evidence such a review is required.

As a general principle, the Task Force strongly endorses the use of examinations as an initial means of evaluating professional knowledge and competence. Such examinations give people a chance that otherwise might not be available. We were particularly impressed with presentation made by a foreign-trained couple. He was a practising physician in his homeland and has successfully completed all requirements to practise as a physician in Alberta except work experience (internship), which was unavailable to him. She is now a practising dentist because she was given access to a rigorous certification examination which allowed her to demonstrate that she is qualified.

The Task Force also supports the development and use of national examinations. In addition to improving portability of qualifications among Canadian provinces, national examinations facilitate uniformity in standards and assessment processes. They also promote equity, because all applicants are measured with the same yardstick.

At a time when more people are immigrating to Canada, it will become increasingly difficult to assess foreign educational qualifications. The assessment centre described in the previous chapter will help to overcome the current problems. But it is not intended to be the only mechanism. We believe that fair and objective use of examinations for initial tests of professional competency will increase opportunities for foreign-educated applicants to demonstrate their ability to practise a profession or trade. In addition, when there is a fair and thorough examination at the beginning of the credentialing process, licensing agencies should be able to be more flexible in assessing other requirements.

We are not dismissing the concerns that have been expressed to us about examinations and examination processes. We recognize the potential of establishing an unfair examination which screens applicants out. We believe in all cases where licensing bodies use examinations, they have a responsibility to ensure that the examinations are demonstrably fair.

**Recommendation 5**

**To address concerns respecting examinations in both the trades and the professions, the Task Force recommends that**

- **the Government of Alberta preserve the system of challenge examinations in the *Apprenticeship and Industry Training Act*;**
- **the Government of Alberta, the Universities Coordinating Council, professional associations and regulatory agencies and licensing bodies ensure that examinations meet all of the usual standards that have been developed by organizations with recognized expertise in examination development; and**
- **the professional associations, regulatory agencies and licensing bodies for professions and trades, actively support the development and use of national examinations.**

In summary, proper use of examinations by licensing bodies should help them find the appropriate balance between their obligation to protect the health and safety of Albertans and to respect the rights of foreign-trained applicants to comprehensive, equitable and efficient treatment in the assessment of their qualifications.



## CHAPTER 9

### LANGUAGE TRAINING

*"...if you don't have English, you can't do anything else."*

Cultural Organization

It is difficult, if not impossible, to function as a member of our society without basic English language skills. This difficulty is compounded for many who must also acquire the specific skills to communicate in their chosen profession or trade.

The Task Force examined the issue of language training in the province and was impressed by the extensive problems faced by many immigrants. Some need to obtain rudimentary English so that they can function in Canadian society. Others require more specific skills so they can practice a profession or trade. For many there are problems of access, including waiting lists, inappropriate programs, and lack of financial support. Many are not aware of how or where to obtain information or assistance for language training. This often results in serious problems of isolation and frustration.

In the past decade, well over 75,000 of the 138,000 immigrants who arrived in Alberta did not have an appreciable level of English competency. In 1989, less than half of all new arrivals possessed English language skills (7,101 of 16,211 individuals). The problem is greatest among refugees and designated class immigrants; in 1989, close to 85 percent had no knowledge of English. Furthermore, while 44 percent of immigrants claimed English skills, more than half were likely



to require upgrading in order to compete in the labour force or to become licensed in a profession or trade.

Lack of English language proficiency skills is a major impediment to the successful integration of newcomers into the workforce. Federal studies have determined that proficiency in English is strongly related to employment; the probability of being unemployed is at least eight times higher among individuals who have no knowledge of English as compared to those with English language skills.

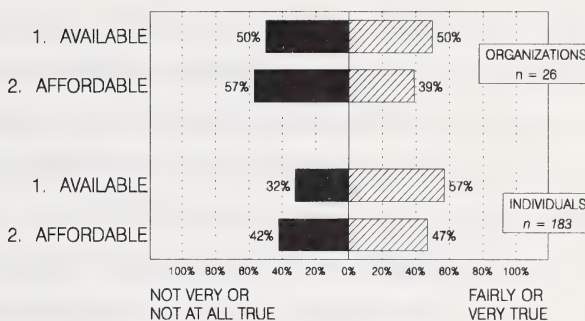
Time after time, the importance of English proficiency and language training was raised with the Task Force. Immigrant serving and ethnocultural organizations, educators, employers and government officials identified shortcomings within the system. Existing programs are seen as inappropriate, inadequate and inaccessible. In addition, several organizations who addressed the Task Force argued that there is no overall policy for programs, and that there is no long-term commitment to funding for training and support.

*I had four or five months of language courses with people of different ability in my class. We had people who were illiterate, so the teacher spent most of her time teaching them how to write.*

**Immigrant**

Twenty-three organizations appearing before the Task Force indicated that their members had problems with the availability or cost of language training. As noted in Figure 9.1, the 26 organizations that completed our questionnaire were split on whether it was easy to get training. More than 50 percent, however, thought it was expensive. Among individual respondents, 57 percent agreed training was easy to obtain, while 42 percent thought it expensive.

**Figure 9.1**  
**ENGLISH LANGUAGE REQUIREMENTS**  
**ORGANIZATIONS AND INDIVIDUALS RESPONDING**



**NOTES:**

1. It is easy to get further English language training to meet Alberta standards.
2. English language training to meet Alberta standards is not expensive.

In attempting to provide English language training, educational institutions face major problems. They are restricted by funding and are challenged to provide programs to meet the needs of a wide variety of individuals who differ, not only in basic English language attainment, but also in formal educational background. The range is from little to no schooling to master and doctoral degrees.

The professions and trades, charged with the responsibility of registering practitioners in the public interest are faced with the problem of how to assess English competence fairly while also ensuring that the applicant can function competently. How can foreign-trained individuals attain the unique language skills necessary to practise a profession or trade?

### **Provision of English as a Second Language training: a shared provincial/federal responsibility**

Provincial and federal governments share responsibility for funding English as a Second Language programs. The federal government is responsible for immigration while the provinces have clear jurisdiction over education. Because of this, federal responsibility for immigrant language training is discharged through provincial/federal agreements.

Funding for courses and instruction is provided by both the provincial and federal governments, with administrative and implementation responsibilities directed through three provincial government departments. Alberta Career Development and Employment and Alberta Advanced Education are responsible for funding and delivering adult level English training, while Alberta Education delivers programs to students from kindergarten through Grade 12.

*For most people the main barrier is the language.*  
**Immigrant**

Federal involvement rests with Employment and Immigration Canada through the *National Training Act* (1982). Responsibility for immigrant language training is discharged through the Canada-Alberta Training Agreement.

### **Overview of English as a Second Language programs**

English as a Second Language is provided through a wide range of full-time, part-time and specialized programs. This section will provide an overview of these programs.

Full-time language training

Under the terms of the Canada-Alberta Training Agreement, virtually all full-time language training is directed at labour force destined adults to facilitate their access to suitable employment. Through the provisions of the agreement, Employment and Immigration Canada purchases training seats from the province, selects students, and provides income support through training allowances, unemployment insurance, or a supplemental allowance for dependents. Individuals who do not qualify for a federal program may be provided with training allowances and tuition fees through the Alberta Vocational Training Program. Due to the demand for full-time training, there is often a waiting period of up to six months.

*There is such an enormous demand for English, affordable English, run in accessible locations, around the clock almost, to accommodate people with shifts and schedules.*

**Educational  
Institution**

Training is delivered primarily through postsecondary institutions, such as the Alberta Vocational Colleges (AVCs) and community colleges. Some school boards also provide training through continuing education programs. Students are eligible for up to 40 weeks of government-sponsored training. A full-time course is 500 hours over a 20-week period.

The underlying intent of English as a Second Language programs is to provide practical, interactive and communicative language training to assist immigrants in their adjustment to living and working in Canada. The curricula are generic in content, stressing communication skills, although occupation-specific electives and job-search skills are provided in a limited number of situations.

## CHAPTER 9

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The vast majority of English as a Second Language programs and courses are offered at the AVCs in Edmonton and Calgary. These colleges, which operate under the direct jurisdiction of Alberta Advanced Education, are designed to accommodate Albertans with special needs. They provide academic upgrading, language training and various career programs of a short-term nature. In the area of language training, every 10 weeks these colleges admit between 200 and 250 full-time students, funded through the Canada-Alberta Training Agreement or the Alberta Development Program. Every six weeks between 600 and 1,000 part-time students participate in as many as 45 provincially-funded classes. As well, a number of specialty courses are offered, both on and off campus.

*English as a Second Language is not just about learning a language and learning words. English as a Second Language is learning what it means to be in this place, what it means to be me in this place at this time. What does it mean to participate in society?*

**Educational  
Institution**

During 1989-90, the Alberta Vocational Colleges provided English as a Second Language training to approximately 4,000 immigrants and refugees. The balance of people enrolled in English training were accommodated through public colleges, school boards and volunteer agencies.

Full-time courses are offered at many levels within the core intermediate and advanced programs. Placement is determined by previous education, exposure to English, learning ability, cultural orientation, and personality characteristics. The advanced program is for students who can communicate adequately and correctly, have a broad vocabulary, and can read and write basic English well.

At opposite ends of this spectrum, there are preliterate special basic and advanced English preparatory programs. The special basic program is



available for students who experience learning difficulties or who are illiterate in their own language. The priority is to provide a nurturing and relaxed atmosphere in which students gain confidence and develop oral and social skills. The English preparatory program is designed for students relatively proficient in their command of the language, and prepares them for the Test of English as a Foreign Language (TOEFL), which may be required for entrance into higher education programs or admission into a profession.

*Right now, I'm studying English as a Second Language in Alberta Vocational College from Monday to Thursday, two hours every day. But I don't know if I can get the level of English language to enter my profession in Alberta.*

**Immigrant**

Trades and Occupational English is a 33-week full-time course offered jointly by the AVCs, the Northern Alberta Institute of Technology (NAIT) and the Southern Alberta Institute of Technology (SAIT). This course prepares immigrants for entry into mainstream apprenticeship or certificate programs. Designed in three phases of eight, nine and 16 weeks, the courses are for people with previous trades experience and a fair command of English. Students may be eligible for federal or Alberta Vocational Training allowances or student loans and grants.

Part-time language training

Part-time language training for all individuals with permanent residency is now funded solely by the Province through Alberta Advanced Education. In the past, funding for part-time training was shared by the provincial and federal governments. Curriculum content ranges from generic courses through a wide range of more specialized training programs. Courses are offered at a nominal charge at the AVCs, through Further Education Councils, community programs, and some school boards. Over the years, curriculum content has expanded and

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varied. In 1989-90, there were 7,000 individuals enrolled in part-time courses.

### English in the Workplace

English in the Workplace programs are designed to improve communication between employers and immigrant employees, and to increase efficiency, productivity and safety in the work environment. Programs are tailored to the needs of the specific worksite. Instruction takes place at the worksite. The curricula generally deal with the vocabulary and functional language skills specific to the workplace, while focusing on cross-cultural communication between management and workers.

*The assistance given is inadequate and while English as a Second Language is easy and inexpensive, beyond this level language training is difficult and expensive.*

**Immigrant Serving Organization**

Instructional costs can be covered by the provincial and federal governments. Companies are expected to provide learning support materials and training space, and to pay for at least half of the employees' language training time. The employees are expected to contribute one half of the hours spent on the course and to attend classes regularly. Table 9.1 lists English in the Workplace programs offered in 1989-90 through Alberta Career Development and Employment.

In addition to the programs fully funded by both levels of government, it should be noted that various English in the Workplace programs are provided on a cost-shared basis between employers and governments. The volunteer sector also provides some language training through community-based activities financed by the provincial and federal

**Table 9.1****ENGLISH IN THE WORKPLACE PROGRAMS**

- Calgary Guide Service, AVC Calgary
  - Standen's Springs, AVC Calgary
  - SMED Manufacturing Inc., AVC Calgary
  - University of Alberta General Services Building, AVC Edmonton
  - Royal Alexandra Hospital, AVC Edmonton
  - NAIT Physical Plant, AVC Edmonton
  - Marv Holland Industries, English Language Professionals Edmonton
  - Carpenter's Union Local 1325, AVC Edmonton
  - Northern Telecom, AVC Edmonton
  - Hospital District #24, AVC Edmonton
- 

governments.

One particular program that came to the attention of the Task Force was the English in the Workplace program at Levi Strauss & Co. (Canada) Inc. in Edmonton. It is perhaps the most extensive, longest running, employer-sponsored English as a Second Language training in Canada. Now in its fourth year and fully funded by the company, the training assists immigrant garment workers to communicate more effectively with each other and with management. It has been successful in reducing alienation and increasing cooperation while rewarding service and loyalty. Employees receive half their wages for voluntary participation in each phase of classes, and are encouraged to attend as long as they feel it is worthwhile.

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### English for special purposes

English for Special Purposes programs are designed to provide vocabulary and functional language skills required for a specific profession or trade, an academic pursuit, or for other clearly defined purposes. These courses are institution-based and are offered primarily by the AVCs.

Specific part-time courses are offered in response to needs identified by the immigrant community. For given needs, the institutions have developed a broad range of programs such as English for nannies and daycare workers. In addition to language training the courses include instruction in nutrition, child development and first aid. Another program, English for painters and carpenters, emphasises safety techniques. English for general construction workers and welders prepares students to write apprenticeship challenge exams or to qualify for specific jobs. Table 9.2 lists the English for Special Purposes programs offered in 1989-90 through Alberta Career Development and Employment.

*It would be better to have courses geared specifically for engineers, working on that kind of professional vocabulary and even covering accreditation procedures and how to look for work. Things like that, immigrants really need.*

**Immigrant Serving Organization**

English training programs for specific professions are limited. However, there are some programs to prepare individuals for English language tests they are required to pass before they are accepted into a postsecondary educational institution or a profession.

Because of their large numbers, foreign-trained nurses are among the best served with occupation-specific programming. Grant MacEwan Community College in Edmonton offers an "Introduction to Health Care

**Table 9.2****ENGLISH FOR SPECIAL PURPOSES PROGRAMS**

- ESL for Immigrant Seamstresses, AVC Calgary
- Community Interpreters Skills Training, AVC Calgary, and Edmonton
- ESL Tutor Training for Calgary Society for Immigrant Workers, AVC Calgary
- ESL for Nursing Assistants, AVC Calgary
- English in the Workplace Training for Trainers, AVC Calgary/AVC Edmonton
- Project for Community Language, Edmonton Public School Board
- Office Practice for Immigrant Workers, AVC Calgary
- Transitions, Calgary Board of Education
- Immigrant Parents and the School, Calgary Board of Education
- English for Foreign Nannies, AVC Edmonton
- TOEFL Preparation, Edmonton Separate School District
- Introductory Accounting/Bookkeeping, AVC Calgary
- Community Drop-In ESL Tutor Service, Calgary Society for Immigrant Workers
- Computer Skills, AVC Calgary
- Trades and Occupation English for Welders, AVC Calgary/SAIT
- Retail Clerk/Cashier Training, AVC Calgary
- Babysitters and Daycare Workers, AVC Calgary
- Keyboarding for ESL Students, AVC Edmonton
- Pronunciation for ESL Students, AVC Edmonton
- Functional Life Skills for ESL Students, AVC Edmonton
- Literacy for ESL Students, AVC Edmonton
- United Calgary Chinese Association, AVC, Calgary
- ESL for Housekeeping/Laundry Employees or Nursing Homes, AVC Calgary

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in Canada" to address special English language requirements for health care practitioners. Designed to prepare individuals for the Canadian Nurses Association Testing Service (CNATS) licensure examination, the program includes a course in medical language, acceptable abbreviations, workplace slang, and cross-cultural issues. As well, the Filipino Nursing Association of Alberta provides courses in TOEFL preparation. Originally developed for members seeking qualification with the Alberta Association of Registered Nurses through CNATS



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licensure, the courses can be accessed by professionals from other fields.

At the community level, AVC Edmonton provides free training to volunteer English as a Second Language instructors who then become part of the college's tutor bank. The tutors provide instruction one or two evenings per week to approximately 75 housebound individuals, primarily women, who otherwise would not receive language training. Similar programs are offered in Calgary.

### Settlement language programs

*To be able to be accepted as professionals, immigrants need to learn the specific terminology that is used in their own field. But there are no courses available that would help them.*  
**Immigrant Serving Organization**

This program is funded entirely by the Immigration Division of Employment and Immigration Canada. It provides language training to individuals, such as housebound women and seniors, who have traditionally had difficulty accessing mainstream full-or part-time training. The program is delivered on a project basis by nongovernment organizations such as immigrant settlement organization. Budgets may provide for childcare, transportation, and the hiring of classroom aides.

### Vocational and language assessment and referral centres

Provincially funded vocational and language assessment and referral services are provided by the Calgary Immigrant Aid Society and Edmonton Catholic Social Services. Trained counsellors assess the language training requirements of immigrant clients, in their first language if necessary, and refer them to the appropriate program. Career counselling is also provided. The centres submit quarterly

reports including client statistics and demographic profiles to assist the Province in determining language training needs. In 1989-90, more than 5,000 clients were assessed and referred to appropriate training.

### **The language training issues**

The central issue related to English as a Second Language training is that it focuses, to a considerable extent, on the acquisition of basic English skills for survival purposes. While it is reasonable and essential to serve the vast number of people requiring basic English, such training is clearly insufficient for occupational purposes.

*I can't afford the cost of English language training and at the same time go to work and support two children.*

**Immigrant**

There was consensus among the groups which made submissions to the Task Force that a serious gap exists between what is available and what is required to provide immigrants with a level of English proficiency which would enable them to communicate effectively in the workplace or to pursue studies to upgrade their foreign qualifications.

Extensive assessment and monitoring is required for appropriate placement in and progression through the full-time program structure. Larger centres with more facilities and staff are in the best position to accommodate those needs. Such services are particularly difficult to provide in rural communities, or to people whose training is interrupted or is on a part-time basis. Individuals are unlikely to acquire proficiency in occupation-specific English in generic part-time courses, or under informal circumstances.

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Greater realization of the labour market potential of newcomers will require more programming geared to professions, occupations and trades, and to academic and skill training. Continuing to focus on providing a general knowledge of English, particularly in part-time courses, will increase the backlog of unserved clients.

Expansion of English in the Workplace programs and various occupation-specific courses would accommodate persons already employed and encourage others to seek employment or training in a setting where they are using language in a natural context.

*There are probably enough [different] programs. There aren't enough seats in the programs.*

*What you need is a sufficient number of students so you can afford to provide the specific modules to correct or address the deficits.*

**ESL Instructor**

Within the immigrant community, there are certain groups for whom basic programs may not be accessible. For example, many immigrant women may be expected to maintain more traditional roles in the home. However, financial circumstances may eventually require that some find employment. Without language proficiency, many immigrant women are locked into low paying, service jobs.

Efforts are being directed at providing courses to those at home through new federal initiatives, the AVC's volunteer tutor bank, and immigrant serving organizations. Special language training courses are conducted in a broad range of occupations and life skills areas. Many of the English in the Workplace programs have been developed in industries which employ large numbers of women.

The cost of English as a Second Language is a major concern. The educational costs of obtaining English as a Second Language training,

including tuition, textbooks and materials, are deliberately kept at minimum levels by the institutions.

Assistance allowances vary according to circumstances and status. Landed immigrants who do not qualify for Employment and Immigration Canada support are eligible for Alberta Vocational Training sponsorship. Alberta and Quebec are the only provinces that provide an alternative to federal funding which covers full-time program costs and student allowances.

*None of us spoke English so we had to go to English training. They didn't pay for babysitting charges, so we had to find someone who did it free for six months. It was really hard. But I'm glad I did it, because if not, I would not be here today. I never would be able to work as a librarian in Canada.*

**Immigrant**

The major restraining factor to wider delivery of specialized language training is resources. The most important reason is declining federal funding concurrent with Canada's policy of promoting a "moderate and controlled increase in immigration". What this has meant to Alberta is that the number of immigrants with no English language capabilities increased 84 percent between 1986 and 1989. During that same period, federal funding per capita decreased while; Alberta funding increased.

As a result of funding shortfalls and uncertainties, specialized training courses have had to compete for funding with the generic or survival-oriented training. Furthermore, in the area of part-time training, the federal government discontinued its cost-sharing involvement.

In spite of these concerns, Alberta is in the enviable position of having the administrative capacity of monitoring funding and delivery of language training on an ongoing basis. Other provinces, facing similar difficulties, do not. Reconciling such matters with the federal government will not be easy since there is no established forum for

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federal-provincial discussions on this matter. Alberta raised the issues in 1987 in a position paper presented at a federal-provincial meeting of ministers with labour market responsibilities but, despite endorsement by several provincial governments, there has been no significant federal response.

The Five-year Immigration Plan, now in its second year, calls for greater emphasis on integrating all immigrants into Canadian society, and more funds are expected to be allocated for language training. However, firm commitments and details have yet to be settled between the federal and provincial governments.

*I think that there are factors that mitigate against female participation. Part of that has to do with the cultural community itself. People come to Canada with cultural biases, one of the most prominent biases being a heavy dose of male chauvinism.*

**Educational  
Institution**

The lack of English language proficiency is an acknowledged barrier to independence and employment. Immigrants require access to programs and services that will facilitate their transition to living and working in a new society and culture.

Alberta has developed a strong foundation and an impressive framework for the delivery of English as a Second Language. However, if Alberta is to realize the labour market potential of immigrants, much more specialized language programming according to profession, occupation, trade or academic training will be required.



**Recommendation 6**

**To address concerns respecting language training, the Task Force recommends that**

- **the Government of Alberta, educational institutions and other Alberta agencies continue to work cooperatively to improve the access to and relevance of English as a Second Language education;**
- **the movement toward offering English as a Second Language courses or training in a two phase approach starting with general language courses complemented by occupation and profession specific language courses be continued;**
- **associations representing professions or trades take more responsibility for describing and providing specialized English training required for participation in specific professions or trades in the context of upgrading or retraining programs; and**
- **as resources permit, the Government of Alberta, professional associations, and employers expand specialized language program offerings in such areas as English in the Workplace; English for Special Purposes Training such as pre-employment and occupation-specific training; and programs specific to homebound immigrants, particularly women.**

Specialized English required for participation in specific professions or trades should be provided in the context of upgrading or retraining. Persons currently employed in the various professions, occupations and trades, who possess knowledge of technical language, should become involved in developing and providing specific, job related language training programs. Their expertise in specific curriculum content and as

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trainers would be necessary. Support for such activities by the licensing authorities is essential.

More on-site language training could be provided directly by companies through cooperative programs with Alberta Career Development and Employment and Immigration Canada. More information regarding program support and the success of various courses should be promoted by these respective government departments as well as by immigrant serving organizations and ethnocultural groups, creating awareness in the business community of the advantages that employers can realize. The information centre previously discussed could also provide valuable service in this area.

As well, the AVCs should publicize their courses for language tutors which train instructors. Greater numbers of qualified instructors would serve more immigrants in the workplace as well as those who are housebound.

It is not within the mandate of the Task Force to make recommendations directly to the federal government. However, we are supportive of Alberta's efforts to strengthen its role in the negotiation of the new Canada-Alberta immigration agreement. Alberta is seeking a more direct involvement in immigration policy decisions which affect its ability to provide adequate services and direct input in determining the services necessary to effectively integrate immigrants into Alberta society. It is hoped that the new agreement will result in a long-term commitment by the federal government to provide funding tied to the actual number of immigrants requiring English as a Second Language

training for adults in full-and part-time programs, and for children at the basic education level. Federal funding commitments should be extended to include occupation-specific language training programs in addition to resources for basic training.



## **CHAPTER 10**

### **LANGUAGE TESTING**

English language competencies are regarded by professions, trades and employers as essential to ensure public safety, safe practices in the workplace, and the efficient and effective performance of occupational duties. It is not unusual for professions, employers or educational institutions to require some assessment of the language proficiency of foreign graduates prior to granting admission or employment. It may be essential that practitioners be able to communicate in English. It is also recognized, that in culturally diverse communities, there is an advantage to having trained professionals, trades people and service industry people able to communicate with individuals in their native language. This ability is particularly desirable in medicine, education and social work.

In general, the area of language testing is controversial; the measurement of language proficiency is, at best, an inexact science. No provincial jurisdiction has a standardized system of measuring English language competence. The majority of testing is done by individual training institutions either to place candidates within the institution or to provide a measure of achievement for other purposes such as professional licensure. A variety of measurement systems are in use in Alberta. The Task Force received numerous comments with regard to their applicability and relevance. None of the groups or individuals suggested that measurement of language competence was unnecessary. However, 10 of the organizations appearing before the Task Force reported specific problems with the most commonly used examination, the Test of English as a Foreign Language (TOEFL), as did a number



of immigrant individuals and language coordinators. Because TOEFL is by far the most commonly used test of English competency, and because much of the controversy in this area relates to this test, we will discuss it in some detail. We will also discuss the Test of Spoken English (TSE) which is also frequently used, generally in conjunction with the TOEFL.

### Testing English proficiency

Tests of language proficiency cover overall comprehension, plus spoken and written English. The methods of testing vary from formal standardized versions, such as the TOEFL and the TSE, to occupation-specific tests, and to reliance on licensing or certification examinations as a sufficient gauge of competence.

The TOEFL is the most accepted, widely used test of English fluency among North American educational institutions, professions, businesses and industry. Established in 1963, it is administered by the Educational Testing Service, of Princeton, New Jersey. The Educational Testing Service is, according to its literature, "a private nonprofit corporation operating the largest educational testing and evaluation group in the world." It is affiliated with a number of educational boards, and Canada is represented on its policy council.

TOEFL examinations are administered up to 12 times a year throughout the world. Close to 700,000 people in 147 countries registered for the examination in 1990. In Alberta, TOEFL is conducted at the

*I think as Canadians and Albertans we're reasonably tolerant of foreign languages. We have a broad diversity of people in our province's many walks of life that can speak English but, they cannot speak English perfectly. I don't think we are concerned about speaking English perfectly.*

**Professional  
Association**

universities of Alberta and Calgary. Often, the number of persons applying for examination exceeds the number of seats available.

The TOEFL consists of 150 multiple choice questions and is designed to test five language skills in a two-hour timed session. The test consists of three separate sections:

- Listening Comprehension measures ability to understand the words spoken and the intended message.
- Structure and Written Expression involves choosing words to correctly complete sentences, and choosing those that are incorrect in standard written forms.
- Vocabulary and Reading Comprehension tests ability to understand meanings and uses of words and reading materials.

*Some of them do not pass...because they do not understand enough English. Others do not pass because they do not understand the examination.*

#### **TOEFL Literature**

The TSE, which is also produced and scored by the Educational Testing Service, is a 30-minute examination, spoken into an audiotape. It consists of seven sections, including an introductory conversation to relax the candidate. Overall, the TSE provides scores in four areas: overall comprehension, pronunciation, grammar and fluency. Scores are independent of each other; the latter three are used for diagnostic purposes to give a detailed performance analysis.

#### **Use of standardized tests of English competency by educational institutions and the professions**

The majority of degree and diploma granting educational institutions in Alberta use the TOEFL as the standard test for language competence

prior to admission. Test scores required for admission vary across the province. For example, minimum scores are: 530 at Fairview College, 560 at the Alberta College of Art, 580 for undergraduate programs at the universities of Alberta and Calgary, and 570 for most programs at NAIT. At the graduate level, test scores necessary for entry vary from faculty to faculty: at the University of Alberta, for example, 600 is set for agricultural engineering and computing science, while 550 is required for medicine and law.

Eight professions have established TOEFL requirements for registration or licensure (see Figure 10.1). Five of them also require a satisfactory TSE score. Acceptable scores in the TOEFL range from 500 for licensed practical nurses to 600 for engineers. Nineteen professions and all trades have no formal standardized language test requirements. To the extent that an assessment of English competency is required they rely on examinations within the profession or trade to serve the dual purpose of measuring occupational qualifications and language proficiency. Interviews by potential employers are another frequently used nonstandardized form of assessing fluency.

*Until somebody can come up with better tests than TOEFL or TSE, they are what we are going to have to live with.*

**Professional  
Association**

It is important to note that professional associations and other agencies may differ in how they use a test such as the TOEFL. The eight professions listed in table 10.1 require applicants whose first language is not English to achieve a specified level on a specified test. If they do not achieve this level, they are not eligible for registration. A different approach to language testing is taken by other professions including physicians. They too use the TOEFL, but as a diagnostic tool when there is reason to believe an applicant is having problems

**TABLE 10.1****ENGLISH LANGUAGE REQUIREMENTS FOR PROFESSIONALS**

Profession	TOEFL	TSE
	score	score
Licensed Practical Nurse	500	200
Registered Nurse	550	200
Psychiatric Nurse	550	225
Occupational Therapist	580	200
Physical Therapist	580	200
Engineer, Geologist & Geophysicist	600	
Agrologist	600	
Forester	600	

TOEFL: Test of English as a Foreign Language.

TSE: Test of Spoken English.

communicating in English. For the most part, however, these professions assume that if individuals can complete professional examinations or internships and are successful in obtaining employment, further assessment of English competency is not needed.

**Issues in the use of standardized tests of language competency**

The Educational Testing Service provides a set of guidelines for interpreting TOEFL scores. It is recognized that the TOEFL, like any test, has a margin of error which must be taken into account when individual scores are interpreted. Because of this standard error of measurement, the Educational Testing Service advocates looking at scores within a given range and considers particular section subscores.

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It strongly discourages the use of rigid cut-off scores as the sole basis of a decision.

The Educational Testing Service guidelines also suggest that TOEFL scores do not predict academic success and other measures, such as interviews and Tests of Spoken and/or Written English (TSE/TWE), are encouraged.

The use of standardized language tests, not specific to occupations, is generally perceived to be a less than effective measurement of occupationally relevant language competency. Indeed, the TOEFL has few strong supporters among agencies assisting immigrants, English as a Second Language coordinators and instructors, or foreign-trained immigrants.

*This test is really based completely on American politics and history. The grammar and structure section is completely unrelated to any written tasks, any reading tasks, any oral tasks you would be expected to do in the workplace.*

**Immigrant  
Service Organization**

Much of the concern about the TOEFL focuses on two points. First, registrants are being prepared for and tested against a level of proficiency that is largely unrelated to the language requirements of the workplace they are seeking to enter. The TOEFL does not, for example, assess candidates' knowledge of the vocabulary specifically related to their profession or trade. This poses a particular dilemma for individuals who are attempting to upgrade their professional qualifications to meet Alberta standards, since they must devote considerable effort to achieving the "magic" TOEFL score, often at the cost of achieving specialized linguistic competency in their particular profession. It is noted that the AVCs, other institutions, and some immigrant service agencies offer preparatory courses to assist individuals with the TOEFL.



Second, there does not appear to be any rational relationship between the nature of the profession and the level required on the TOEFL. For example, why is a score of 600 required for a forester, but 550 is sufficient for a registered nurse. In addition, most professions do not require candidates to take special language tests.

Third, the manner in which passing scores are arbitrarily set and rigidly applied is considered by many to be inappropriate and unfair. What does a score of 600 really mean? What process do professions or institutions use to determine what the required score should be? The Task Force found there are no good answers to any of these questions.

*Does it really make sense to ask about a quarterback to a newcomer?*

**Immigrant  
Organization**

The Task Force recognizes that there may be a role for testing of English language competency in professional registration and licensure. It is concerned, however, that present requirements are often established and applied in an arbitrary manner that bears little relationship to the requirements of the profession. In view of this, we firmly believe that the use of standardized tests of English language competency as the final or sole determinant of eligibility for professional or trade licensure should be terminated. If applicants meet other requirements and, in particular, if they have demonstrated competency in the profession in some other manner, then some latitude should be given with respect to a test of general English language competency.

At the same time we would certainly encourage the use of TOEFL or any other similar tests for diagnostic purposes, where the assessment is intended to assist individuals in achieving educational and professional goals. We would also encourage professional associations to look more

carefully at their English language requirements. If there is a body of English that non-native speakers need to acquire, then it may better serve these individuals and the public at large to develop specific training and programs.

### **Recommendation 7**

**To address the problems related to language testing, the Task Force recommends that**

- **professional associations, regulatory agencies and licensing bodies for professions and trades use standardized tests of English language competency for diagnostic and remedial purposes;**
- **professional associations, regulatory agencies and licensing bodies for professions and trades discontinue the use of such tests as sole and final determinants of eligibility for professional registration;**
- **assessment of English language competency for the purposes of registration and licensure remain the responsibility of professional associations.**

*The use of the Test of English as a Foreign Language should be abolished. Its an abstraction. Its language is unrelated to any profession or trade.*  
**Immigrant Serving Organization**

## **CHAPTER 11**

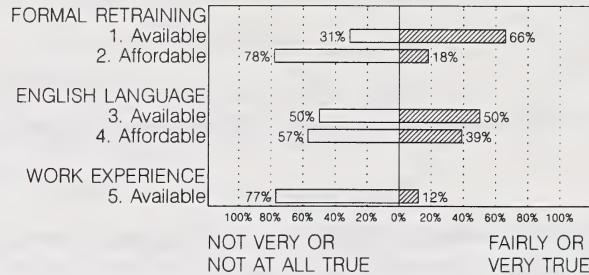
### **RETRAINING AND UPGRADING**

The educational system of a nation reflects the culture, history and values of its citizens and their political system, economy and standard of living. Given the diversity of the nations of the world, there is great variation among educational systems. In light of this, it is not surprising that educational programs for professions, occupations and trades do not match similar programs in Alberta.

Foreign-educated individuals often require additional training before they can fully participate in the Alberta economy. Those with qualifications in the professions or trades, for example, may require additional training to meet registration or licensing requirements. Those wishing to become full-time students in postsecondary institutions may require additional course work as a prerequisite for admission to a college or university. Immigrants who lack basic educational qualifications may require general educational upgrading. For example, in 1990, 68 percent of immigrants had formal education at the level of high school or less. In addition to upgrading or retraining, foreign-trained individuals often require specialized training to help them overcome the cultural and social differences they encounter in their new country.

The immigrant serving organizations and the individual immigrants that completed questionnaires for the Task Force provided detailed information concerning the availability and affordability of retraining. Their responses are shown in Figures 11.1 and 11.2.

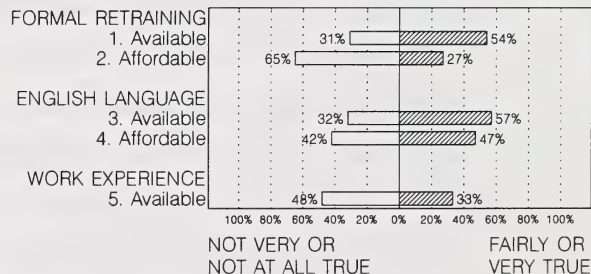
**Figure 11.1**  
**ACCESS TO FORMAL RETRAINING, ENGLISH LANGUAGE,**  
**AND WORK EXPERIENCE**  
**ORGANIZATIONS (N = 26)**



**NOTES:**

1. Further education to meet Alberta standards is available.
2. The cost of further education to meet Alberta standards is affordable.
3. It is easy to get further English language training to meet Alberta standards.
4. English language training to meet Alberta standards is not expensive.
5. There are opportunities to get work experience in Alberta to meet Alberta standards.

**Figure 11.2**  
**ACCESS TO FORMAL RETRAINING, ENGLISH LANGUAGE,**  
**AND WORK EXPERIENCE**  
**INDIVIDUALS (N = 183)**



**NOTES:**

1. Further education to meet Alberta standards is available.
2. The cost of further education to meet Alberta standards is affordable.
3. It is easy to get further English language training to meet Alberta standards.
4. English language training to meet Alberta standards is not expensive.
5. There are opportunities to get work experience in Alberta to meet Alberta standards.

Most organizations indicated that retraining is available, but many feel it is not affordable. The organizations were divided on the availability of

English language training, but agree that it is not affordable. Finally, the majority of the organizations (75 percent) indicated that opportunities for work experience were not available.

A number of presenters expressed concern about the affordability of training. In addition to paying for tuition fees and materials, some immigrants may have to forego earnings while studying. Some people, particularly those outside larger urban centres, may face high transportation and accommodation costs. While various assistance programs are available from the federal and provincial governments, the majority are for full-time study, and many stipulate that individuals must be unemployed to qualify for support. The problems are most acute for persons who require access to single courses at the postsecondary level.

### **Availability of programs**

The province's network of postsecondary institutions offers a wide variety of full- and part-time degree, diploma and certificate programs and courses. In addition, continuing education courses are provided at these institutions, and through further education councils and school boards.

Few courses or programs are offered to address specific deficiencies identified among foreign graduates, primarily because needs are so diverse and program development can be expensive. Nonetheless, there are some courses available.

*It may not be altogether easy to access university courses. I think the limited resources of the universities have forced them to limit space available for upgrading.*

**Professional Association**



Since individuals with foreign qualifications may encounter unique problems when applying to enter a profession in Alberta, we asked professions to describe any programs or procedures they had developed to assist such individuals in meeting Alberta standards. By and large, and not surprisingly, the programs available in most professions were programs available to all applicants, they were not tailored to individuals with foreign qualifications. We could identify three types of assistance available to individuals who had partially met the qualifications for registration or licensure:

- **Refresher training:** Several professions will admit foreign-trained individuals whose training very closely matches the Alberta requirements into refresher programs (licensed practical nurses, occupational therapists, for example). While these programs are primarily intended to re-orient Alberta-trained practitioners, they may also serve to orient individuals with foreign qualifications to the Alberta system. As well, there are some degree completion programs in Alberta in disciplines such as physical therapy, occupational therapy, nursing, and engineering. In many instances, a substantial amount of work can be done on a part-time basis through self-study and correspondence, or through continuing education evening courses.
- **Accommodation within existing programs:** This is perhaps the most common approach to individuals with foreign qualifications who partially meet the Alberta requirements. Professions and educational institutions differ in their willingness or ability to accommodate these individuals. It is easiest to accommodate them in professions where training is offered through a modular approach. In the accounting professions, for example,

*Every country has its own terms and slang and so on. These give language and culture their colour and flavour; but somehow we must work towards bridging the gap.*  
**Professional Association**

individuals can be assessed as being at a certain level within the overall program, can enrol at that level and begin their courses. In the health area, a similar approach is taken for licensed practical nurses. In several professions where training is offered in university degree or college certificate programs, it is often more difficult to accommodate individuals with partial qualifications. This is particularly true in those professions where admission to training programs is based upon quotas. The establishment of quotas for enrolment into various types of courses is a growing phenomenon because more people want to take these courses than available resources such as teachers, equipment, or classroom space, will accommodate. Another reason for imposing quotas is that a particular job market is oversubscribed and recent graduates are unable to find employment.

*We have a committee which was specifically set up to look at the issue of upgrading, and how the profession will deal with it. We are concerned about foreign-trained individuals as well as older graduates who have left the workforce and wish to return.*

**Professional Association**

- Examinations: In many professions, registration or licensure is conditional upon passing one or more examinations. Several professions (nursing, engineering, architecture, law, for example) indicated that they provide study materials for individuals seeking to attempt such examinations. On a national basis, an annual program to coordinate with licensing examinations is offered to foreign dentists at the University of Western Ontario.

At least one profession, registered nursing, has developed programs that are oriented specifically to individuals with foreign qualifications. According to the Alberta Association of Registered Nurses (AARN), the Association offers counselling and referral services, temporary certificates to allow individuals who meet minimal criteria to practise,

referrals to tutors, and access to study material. In addition, the AARN has developed a cultural bridging program in conjunction with Grant McEwan Community College which assists nurses with foreign qualifications to adapt to the Alberta system. In developing this program, the Association recognized that individuals with foreign qualifications not only have to learn specifics about nursing in Alberta, but also need general information about living in Alberta — social expectations and cultural norms, in order to permit them to effectively practise in an Alberta context.

It should also be noted that there are bridging initiatives that have been developed for nurses within the immigrant community. The Filipino Nurses Association of Alberta has established programs to assist Filipino nurses to meet the requirements for registration in the AARN. While these programs were initially intended to assist Filipino nurses, we understand that they have been made available to others with foreign qualifications.

*Either there is not the space or there's a limited number of institutions that are willing to offer programs in the areas that these people are required to upgrade.*  
**Professional Association**

Immigrants seem to face fewer difficulties in obtaining journeyman certification in the 53 designated trades. In order to qualify, persons who have trained elsewhere must have the required years of work experience; attend a refresher course, if necessary, to become familiar with Canadian standards and codes; and write the journeyman challenge examination, with an interpreter if required. Refresher courses are offered through continuing education programs at the technical institutes. If the applicant does not pass the exam, progressive examinations are administered to determine correct placement within the apprenticeship structure. Like everyone involved in apprenticeship

training, immigrant workers must be employed in the trade to participate. This is clearly the major impediment to qualifying.

### **Availability of financial assistance**

We reviewed the availability of financial assistance through various federal and provincial programs in the previous chapter. Most of these programs are applicable to occupational training courses as well as language training. Depending on the individual's circumstances and the support program criteria, assistance can be provided for tuition fees, textbooks and materials, living allowances, daycare expenses and transportation. Government programs are generally developed to increase employability among citizens with special needs. Immigrants fall into this broad category without necessarily being specifically identified as a target group. Except for English as a Second Language, there are no financial assistance programs earmarked for immigrants.

As we mentioned earlier, the majority of support programs are designed to offer assistance to persons enrolled in full-time programs. Many require that the individual be unemployed to qualify. Few foreign-trained professionals and tradespeople require entry into full-time programs; their needs are often for individual courses or programs of a short-term nature. Because postsecondary funding is based upon global operating grants to institutions to support a base of ongoing credit programs, part-time students enrolling in continuing education or special short courses may face a tuition fee geared for cost-recovery by the institution. Included in the calculation of cost-recovery fees would be such items as developing the program, classroom space and equipment,



instructional materials and related salaries; all of which are divided by the number of students who can be accommodated. As a result, course costs vary greatly.

While some of the individuals who provided written input or appeared before the Task Force argued that special assistance was required for immigrants, most argued for a level playing field, for equal access to training, based upon merit and institutional admission criteria. People who are unsuccessful at gaining entry to training programs may have to look at other options. This situation exists for immigrants and nonimmigrants alike. The Task Force recognizes that foreign graduates in certain occupations do have difficulty in upgrading their qualifications because the courses they require may not be offered or seats may not be available to them. As well, we acknowledge that a number of professions and faculties have made an effort to accommodate persons who require additional training before they can qualify for licensure.

It is often the individuals who require the least amount of additional training who face the greatest barriers. As we have noted, the educational system is not designed to accommodate midstream entry or selected part-time enrolment in individual courses. The majority of training is provided to persons enrolled in programs of study on a full-time basis. The imposition of enrolment quotas at various postsecondary institutions places further restrictions on access to training.



It is clear that greater commitment by institutions and licensing bodies is required in providing more vocationally-specific training opportunities to immigrant professionals and tradespeople who must upgrade their knowledge and skills. A great deal has been accomplished through the efforts of the AVCs and the Immigrant Bridging Programs Branch of Alberta Career Development and Employment, in particular.

Postsecondary institutions, such as colleges and technical institutes which offer diploma and certificate programs, have demonstrated their flexibility and willingness to respond to certain immigrant needs. Many presenters to the Task Force reflected a view that the universities, and in particular those faculties that are closely aligned with the professions, should be more sensitive to the needs of foreign-trained graduates. More involvement, interest and cooperation by employers in the development and delivery of programs in the workplace are needed to effectively integrate new Canadians into the labour market, and to realize their full potential to contribute to the economy.

Much of the impetus for such initiatives has been generated by the Alberta Council on Admissions and Transfer, which for the past 15 years has negotiated the transfer of credits among postsecondary institutions to increase educational opportunities for students. The framework established by the Council may be helpful in determining educational equivalencies of foreign graduates.

The development of specialized immigrant bridging programs, both through educational institutions and on-the-job, is a relatively recent initiative. However, there is a need to broaden the scope and number of

courses being offered, with greater involvement in development and delivery among employers and professional associations.

In the area of bridging, the need for English language training cannot be overemphasized. Many professions and trades have a specialized language that is technical and used primarily within that occupation. Competency in this aspect of language is unlikely to be obtained through normal English as a Second Language programs, yet it is essential if foreign-trained practitioners are to function fully in professions or trades. Not only is competency required to meet examination requirements, it is essential for giving instructions, ordering parts and supplies, communicating problems and solutions with coworkers. It is particularly important in business because clients who become frustrated by communication problems very quickly become dissatisfied. Competency in the language of a profession or trade is also needed for "marketing" one's skills when job seeking.

Some presenters suggested that opportunities to practise under the supervision of a qualified professional prior to writing certification examinations, not unlike an apprentice training with a journeyman, might be considered in some occupations as an alternative to classroom study. This could also be a partial solution in cases where Canadian experience is a requirement for certification.

**Recommendation 8**

**Recognizing that the issues in this area are very complex and that solutions will depend upon the cooperation of many participants, and the availability of resources, the Task Force recommends that the Government of Alberta**

- **in consultation with educational institutions, promote improved midstream access to training programs;**
- **in consultation with professional associations, regulatory agencies and licensing bodies for professions and trades, educational institutions and employers, promote the development of specific bridging programs; and**
- **in consultation with immigrant serving organizations, ethnocultural organizations, professional associations, regulatory agencies and licensing bodies for professions and trades, employers and, where necessary, human rights organizations, promote the integration of all new Canadians into the workforce.**



## **CHAPTER 12**

### **ACCESS TO FINANCIAL SUPPORT PROGRAMS**

New Canadians and the organizations representing them indicated that foreign-trained graduates are willing to meet all the requirements necessary to work in Alberta. They also reported that many individuals could not meet the requirements for financial reasons. This chapter will briefly review the financial problems of new Canadians with respect to retraining or upgrading.

#### **The problem**

It is difficult to imagine the extent of the problems faced by immigrants as they attempt to establish themselves in Alberta. Although some have adequate resources to properly care for themselves during the initial years of adjustment, most do not.

The excitement of a new country and new opportunities is soon replaced by practical realities of paying for accommodation, purchasing food and having enough money to cover the other necessities of life. Finding employment and earning an income become the most urgent priorities. Obtaining the necessary upgrading or experience to have their qualifications recognized is crucial, but often must be put on hold. The result is erosion of the skills and knowledge individuals brought with them to Canada. The likelihood that they will fully use their skills and knowledge diminishes with time.

In order to alleviate this problem, all of the ethnocultural organizations that we contacted suggested that special assistance programs be



established to financially support newcomers during required periods of retraining or upgrading.

### **Existing financial support programs**

Apart from financial assistance for language training, there are no programs specifically targeted for new Canadians which support education directed at professional certification or employment preparation. New Canadians are, however, entitled to participate in the large number of programs available to everyone who requires financial support for education. These include federal government student loan, provincial government loan and grants (upon fulfilment of provincial residency requirements), scholarships and assistantships in postsecondary educational institutions, as well as training allowances provided by the federal government for individuals who qualify for retraining through Employment and Immigration Canada.

*We feel the question of special funding for immigrants to plug into programs should be addressed by the government.*  
**Professional Association**

### **Retraining in a changing society**

In a rapidly changing technological society with changing employment demands, individuals from all walks of life may need to upgrade their qualifications and may be expected to change careers as existing ones become outdated. Thus training and retraining is a major priority, both at a personal level and at a societal level.

In order to meet the increased demand, training institutions and the public funds to cover training costs are stretched to the limit. Education is in short supply, not only for new Canadians, but for everyone.

Graduates of high schools find it increasingly difficult to gain admission to postsecondary institutions. They run into quotas, higher entrance standards and increasing fees. Adults, who at mid-career find they require additional skill and knowledge to remain competitive and productive in a dynamic workforce, run into the same problems, as do parents returning to the workforce after absence to care for young children. Given these circumstances, the Task Force does not believe the establishment of special financial support programs for new Canadians that are not available to others is warranted. Programs should be equally available to all.

*Any newcomer to Alberta has to face the facts of life and get a living firsthand then worry if his academic qualifications from overseas can meet whatever standards are set here.*

### **Ethnocultural Organization**

In the course of our investigation it became apparent to us that most new Canadians are unaware of available support programs. This is understandable given their limited knowledge about government services in Alberta and, for many their limited English language capability.

Several presenters to the Task Force indicated that they believe the agencies responsible for educational support programs can do more to ensure that new Canadians are aware of the programs and that they have full opportunity to take advantage of them. The Task Force shares this concern. We are not suggesting special programs for new Canadians, but we strongly believe that there must be a level "playing field" and equal access to resources. In order for this to occur, educational support agencies must actively reach to new Canadians, make them welcome, and ensure that they know how to access the support services to their best advantage. The Task Force also believes that the information centre discussed in Chapter 6 will have a positive impact on

financial problems faced by many new Canadians by making information about existing programs available.

### **Recommendation 9**

**Recognizing that access to financial resources is a problem for many Canadians seeking retraining, and recognizing that newcomers may experience unique difficulties in accessing available programs, the Task Force recommends that**

- **students' financial support agencies make special efforts to reach out to new Canadians to ensure that they have equal opportunity to take full advantage of assistance programs that are available;**
- **immigrant serving organizations, ethnocultural organizations and the provincial government continue to encourage and assist new Canadians in Alberta to access the existing income support programs that are available for education and training purposes; and**
- **the information centre described in Recommendation 1 be responsible for collecting information about income support programs and making it available to new Canadians and other Albertans; and**
- **specific income support programs to help meet the education, retraining and upgrading costs of new Canadians not be established.**

*Why can't the government set up a wage subsidy program for professionals so they can work as technicians in their field until they have their English and Canadian experience.*  
**Ethnocultural Organization**

The second area where special financial support programs were requested was work experience. Several organizations believe that employers would be more willing to hire foreign graduates and allow them to obtain required work experience if the employer was given a subsidy to cover the salary cost. However, as with support for educational programs, the Task Force does not believe that special

programs are appropriate. Individuals who would not be entitled to these programs may feel discriminated against and the programs would probably not have broad public support because they would be seen to favour one group over another.

Immigrant serving and ethnocultural organizations will, we suspect, be disappointed because we have not recommended the establishment of special support programs. This is not a denial of the problems faced by many immigrants. The inability to obtain financial assistance during periods of required retraining is an important obstacle for many. But it is an obstacle that exists, as acutely, for other Albertans. Any support that is available for retraining should be available to all.





## **CHAPTER 13**

### **THE NEXT STEP**

As a result of our research and analysis, and through the helpful input we received from many individuals and organizations, the Task Force came to the conclusion that there are problems and issues relating to the recognition of foreign qualifications. We believe new Canadians encounter significant difficulties in receiving proper recognition of the education and training they received in their homeland.

The individual and societal costs of this problem are not easily measurable, but they are significant. The Province, its institutions and citizens will all benefit by overcoming the obstacles that the Task Force uncovered in consultation with concerned individuals and groups.

Many organizations and groups who provided information suggested that we blame the regulatory agencies and professional associations who are the "gate keepers" for professions and trades. We found insufficient cause to do so. This does not imply that the regulatory system is functioning without problems.

The problem of recognition of foreign qualifications goes far beyond that of professions and trades. Foreign qualifications are, for a variety of reasons, being seriously discounted in most sectors of Alberta society. In some respects, prospective applicants to the professions and trades are the best off because at least they have a regulatory body to argue with.

The problems identified in this report are complex and they will not disappear overnight. The establishment of an assessment centre is required but, by itself, it will not solve all the problems. The service provided by the assessment centre will only be effective if it is well received and recognized by professional associations, regulatory agencies and licensing bodies for professions and trades, immigrant serving organizations, ethnocultural organizations, educational institutions, employers and governments. Accordingly, it is essential that these bodies contribute to the development of the centre from the beginning and at the ground level. We challenge these organizations to become part of this new venture rather than being critics of it.

The same challenge applies to the information centre. The information and referral service it provides will be only as good as the information received from primary sources, such as educational institutions, regulatory authorities, funding agencies, and governments.

The inability to obtain recognized Canadian work experience has meant that many new Canadians have not been able to work to fulfill the potential of their training. There are no easy answers to this problem. It is up to the professional and other regulatory bodies to take a lead role in solving this problem. We challenge them to develop new ways to assist new Canadians in obtaining necessary work experience.

A creative search for new ways to provide acceptable Canadian work experience would help new Canadians acquire the technical language they require to successfully practise their profession or trade in Alberta.

Immigrant serving and ethnocultural organizations have a significant part to play. These groups are to be commended for identifying, and forcefully and eloquently articulating, the pervasive and interlocking nature of the difficulties encountered by new Canadians. They must continue to fulfil the special role of advocates for these people.

As enrolments explode, Albertans and other Canadians are discovering that the demand for educational opportunities has exceeded the capacity of most educational institutions to provide them. We are not suggesting that new Canadians have prior entitlement, but their special and unique needs must be considered as funding and spending priorities for education are determined.

English language competence is essential to effectively participate in Alberta's economy and society. Relative to most other provinces in Canada, Alberta has a good record for language training programs. However, there are still significant needs in this area and we must continue to focus on language training as a high priority.

Our final thought is simple. The next step forward must be a deliberate, cooperative effort of all organizations and individuals involved. Separately these groups will be ineffective in dealing with the credentialing issues faced by new Canadians. But each holds a key to part of the solution. It is imperative that all groups work together, positively and constructively, so that all Albertans have an equal opportunity to contribute fully to the development of our province.



## **APPENDICES**





# **APPENDIX I**

## **TERMS OF REFERENCE**

### **Introduction**

Alberta, like all other jurisdictions in Canada, has established procedures designed to ensure that individuals who practise a wide range of professions and occupations meet acceptable standards of training, experience and continuing competency. The need to protect the public by maintaining such standards is recognized, and the existing system broadly supported, by government, affected interest groups and the public.

Alberta is home to a significant number of professionals and tradespeople who obtained their educational credentials and experience outside Canada. It is often difficult to evaluate these foreign qualifications in relation to Alberta standards. Educational systems in different countries can vary considerably and, as a result, foreign-trained people often experience difficulties in having their qualifications recognized and validated in Alberta. These difficulties may prevent them from practising the profession or trade for which they have been trained.

In some cases, it has been argued, foreign qualifications are not evaluated fairly or given due recognition. Concerns have been raised that people with foreign qualifications face barriers which unfairly prevent them from practising their profession or trade in Alberta.

In response to these general concerns and to specific recommendations from the Alberta Advisory Council on Women's Issues, the Honourable Elaine McCoy, Q.C., Minister Responsible for Women's Issues, announced the formation of an interdepartmental task force on the Recognition of Foreign Qualifications on December 15, 1988. The Task Force is a fact-finding body made up of senior provincial government officials from the Departments of Health, Advanced Education, Culture and Multiculturalism, Career Development and Employment, Economic Development and Trade, Public Works Supply and Services, the Women's Secretariat and the Professions and Occupations Bureau. It will commence its activities immediately and report back to the Ministers within one year.

## APPENDIX I

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Recognition of foreign qualifications has also become an important issue in several other provinces. In Ontario, for example, a similar task force investigation is currently underway. Quebec has established a well developed system to evaluate the credentials of foreign graduates and similar steps have also been taken in Manitoba. The Alberta government is pleased to join these provinces in working to ensure that our trades and professions are equally accessible to all.

### Objectives

The objectives of the Task Force are to

- gather information regarding policies, statutory requirements and related factors that may impact the entry of individuals with foreign qualifications into regulated professions or trades in Alberta;
- identify, describe and analyze the impact of such policies, requirements and practices on foreign-trained individuals, the relevant service systems and the labour market;
- identify and define particular problems and issues associated with the recognition of foreign qualifications;
- make recommendations to the ministers respecting viable solutions to problems associated with the recognition of foreign qualifications.

### Principles

In appointing this task force, the Government of Alberta recognizes

- that the government, professional associations and regulatory bodies have a responsibility to protect the public by ensuring that appropriate standards are maintained in the professions and trades;
- that all Albertans should have equal opportunities in the context of a competitive labour market to work to the full potential of their education, training and skill;

that fullest possible utilization and employment of the skills, knowledge and abilities of all Albertans, including foreign-trained individuals, is of vital importance to the long-term economic and social development of the province.

## Methodology

The Task Force will

- identify and analyze foreign credentialing issues from the perspective of relevant Government of Alberta departments;
- investigate how other jurisdictions in Canada and selected jurisdictions in United States have addressed these issues and determine if Alberta can learn from their experiences;
- determine, through consultation with organizations representing immigrant women and other immigrant and ethno-cultural communities, the entrance policies and practices which foreign trained professionals and tradespeople perceive to be preventing appropriate recognition of their qualifications;
- examine existing entrance requirements, the ways in which they are interpreted and applied to foreign-trained professionals and tradespeople, procedures for evaluating foreign qualifications, and the processes available to assist applicants in meeting Alberta standards, this will be done in consultation with professional and regulatory bodies, educational institutions and other credentialing agencies;
- prepare a final report for the ministers.





## **APPENDIX II**

### **TASK FORCE MEMBERSHIP AND CONTRIBUTORS**

#### **Members**

**Dennis Gartner**  
Chair  
Alberta Professions and Occupations Bureau

**Marie Riddle**  
Vice-Chair  
Alberta Women's Secretariat

**George Gerencser**  
Alberta Public Works, Supply and Services

**Terry Keyko**  
Alberta Culture and Multiculturalism

**Norm Kinsella**  
Alberta Career Development and Employment

**Peter Kruselnicki**  
Alberta Public Works, Supply and Services

**Cecilie Lord**  
Alberta Health

**Bill Novasky**  
Alberta Advanced Education

**Kailas Patel**  
Alberta Economic Development and Trade

## APPENDIX II

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### Project Coordinators

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Alberta Professions and Occupations Bureau

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Alberta Professions and Occupations Bureau

### Other Contributors

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Alberta Attorney General

**Dr. Robert Wong**

Alberta Career Development and  
Employment

**APPENDIX III**  
**QUESTIONNAIRES**



# **Alberta Task Force on the Recognition of Foreign Qualifications**

## **Individual Profile Questionnaire (1989-90)**

The Alberta Task Force on the Recognition of Foreign Qualifications has been formed to report on experiences of foreign-trained people when trying to get their foreign training and work experience recognized in Alberta. By recognition of foreign qualifications, we mean having your education and work experience evaluated to enable you to meet the Alberta statutory requirement to practise your profession or trade. In the last few months, the Task Force has gathered information from interested organizations, and now we would like to give you a chance to provide your views on this subject.

- Please complete and return this questionnaire by February 15, 1990.
- If there is not enough space for your answers please continue on a separate sheet. For most questions you need only place an X in the appropriate box.
- If you have any questions about the study please call 427-2655.

Your answers will be kept **strictly confidential**. A stamped addressed envelope has been provided for your use.





## Section I — Jobs You Are Qualified For

This section of the questionnaire concerns the job you have and the kind of job you may be seeking.

1a. Currently, what is your main activity?

- ☐ Employed (refers to a job for salary, wages, tips or commission, work in own business, farm or professional practice).
- ☐ Unemployed, seeking work. **Go directly to question 2a**
- ☐ Unemployed, but with a job to start at a definite date in the future. **Go directly to question 2a**
- ☐ Other (e.g., homemaker, student) Specify: \_\_\_\_\_ **Go directly to question 2a**

1b. What is your present job? (e.g., civil engineer, day care worker, taxi driver)

\_\_\_\_\_

1c. Describe what you do in a few words.

\_\_\_\_\_

\_\_\_\_\_

1d. Was the educational program you completed intended to prepare you for this job?

- ☐ Yes      ☐ No

2a. Have you ever worked in your chosen profession or trade abroad?

- ☐ Yes      ☐ No

If yes, indicate the year: 19 \_\_\_\_\_ For how long? \_\_\_\_\_  
Months

Where? \_\_\_\_\_  
Country

2b. Have you ever worked in your chosen profession or trade in Alberta?

- ☐ Yes      ☐ No

2c. Have you ever taken further training in your profession or trade in Alberta?

- ☐ Yes      ☐ No

If yes, please specify: \_\_\_\_\_

3. Are you currently seeking a new profession or trade?

- ☐ Yes      ☐ No → **Go directly to question 5a**

4. What kind of work would you like to be doing?

\_\_\_\_\_

\_\_\_\_\_

## Section II — Licensing Bodies or Regulatory Agencies

This section concerns your experiences with licensing bodies or regulatory agencies. Licensing bodies or regulatory agencies are responsible for determining whether an individual meets the statutory requirements to practise a profession or trade in Alberta. The questions are about any application you may have made, and the result of that application.

- 5a. Have you applied to any licensing body or regulatory agency to practise in a profession or trade in Alberta?

☐

Yes → Go directly to question 6

☐

No

- 5b. Have you ever inquired about the regulation requirements and procedures for having your foreign qualifications recognized in Alberta?

☐

Yes → Please specify which agency \_\_\_\_\_

What was the outcome of your enquiry? \_\_\_\_\_

\_\_\_\_\_

**Go directly to question 9**

☐

No → Why not? \_\_\_\_\_

\_\_\_\_\_

**Go directly to question 9**

6. To which licensing bodies or regulatory agencies did you make a formal application?

\_\_\_\_\_

7. How long did it take before you had the results of your application? \_\_\_\_\_ months

- 8a. What is the status of your application?

☐ application accepted → Go directly to question 9

☐ final decision not yet made → Go directly to question 9

☐ application rejected

- 8b. Were you notified in writing?

☐

Yes

☐

No

- 8c. Were you given specific instructions about what you need to do to become licensed or certified to practise your profession or trade?

☐

Yes

☐

No

- 8d. What profession or trade do you believe you are best qualified for, but for which you are unable to become licensed or certified in Alberta?

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- 8e. Why was your application rejected? (You may wish to attach a copy of the letter received from the licensing board or regulatory agency)

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### Section III — What Affects Your Job Opportunities?

The next few questions deal with matters that might affect your opportunity to work in the profession or trade of your choice in Alberta.

9. Please read each statement carefully, then indicate how true each statement is about **your** opportunities to practise the profession or trade for which you are most qualified?

Foreign Education	Very true	Fairly true	Not very true	Not at all true	Do not know
a. It is clear to me what the standards are to practise my profession or trade in Alberta. ....	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
b. I know who to contact to have my foreign education evaluated in Alberta. ....	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
c. My experience is that Alberta licensing bodies or regulatory agencies recognize foreign education. ....	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
d. It is easy for me to get information about how foreign education is compared to Alberta standards. ....	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
e. I believe foreign education is compared to Alberta standards fairly. ....	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
f. Further education to meet Alberta standards is available in my profession or trade. ....	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
g. I can afford the cost of further training to meet Alberta standards in my trade or profession. ....	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
h. It is easy for me to obtain documents from my country of origin proving my foreign qualifications...	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
i. I have found that services are readily available to translate documents on foreign qualifications into English. ....	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

**Foreign Education**

	Very true	Fairly true	Not very true	Not at all true	Do not know
j. My experience is that Alberta licensing bodies or regulatory agencies accept the translated documents provided by translation services. ....	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
k. Please use this space for any additional comments you may have about foreign education.					

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**Foreign Work Experience**

	Very true	Fairly true	Not very true	Not at all true	Do not know
l. It is easy for me to get information about how my foreign work experience is compared to Alberta standards. ....	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
m. It is easy for me to get information about the work experience needed to practise my profession or trade in Alberta. ....	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
n. My experience is that Alberta licensing bodies or regulatory agencies recognize foreign work experience. ....	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
o. There are opportunities to gain the work experience in my profession or trade to meet Alberta standards. ....	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
p. Please use this space for any additional comments you may have about foreign work experience.					

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**English Language Requirements**

	Very true	Fairly true	Not very true	Not at all true	Do not know
q. It is clear to me how to get information about the level of English language needed to enter my profession or trade in Alberta. ....	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
r. It is easy for me to get further English language training to meet Alberta standards. ....	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
s. I can afford the cost of English language training to meet Alberta standards. ....	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
t. Please use this space for any additional comments you may have about English language requirements.					

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### Immigration Status

	Very true	Fairly true	Not very true	Not at all true	Do not know
u. It is clear to me what immigration status is required to practise the profession or trade that I am most qualified for. ....	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
v. The Canadian Consulate in my country of origin gave me information about the opportunities to study or work in Alberta. ....	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
w. Please use this space for any additional comments you may have about immigration status.					

### Human Rights

	Very true	Fairly true	Not very true	Not at all true	Do not know
x. In my experience foreign qualifications are not recognized by licensing bodies or regulatory agencies because of discrimination based on .....					
i. colour. ....	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
ii. age. ....	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
iii. gender. ....	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
iv. marital status. ....	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
v. disability (physical or mental). ....	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
vi. criminal convictions. ....	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
vii. religion. ....	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
viii. national or ethnic origin. ....	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
ix. speaking English as a second language. ....	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
y. Please use this space for any additional comments you may have about human rights.					

### Other

	Very true	Fairly true	Not very true	Not at all true	Do not know
z. Other matters affecting my chance to practise in the profession or trade for which I am most qualified (please list):					
.....	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
.....	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

## Section IV — Comments and Recommendations

10. In your view, what steps should be taken to improve the experiences of foreign-trained people like yourself when trying to get their training and work experience recognized in Alberta?

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11. Please use this space to make any additional comments you would like to make regarding your experiences when trying to get your training and work experience recognized in Alberta.

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## Section V — Your Background

This next set of questions concerns your education, work experience, and general background. Your answers to these questions will be used for analysis purposes and will be **kept strictly confidential**.

- 12a. What degrees, certificates or diplomas have you ever obtained? (Place an "X" in all boxes that apply.)

- ☐ None
- ☐ Secondary (high) school graduation certificate
- ☐ Trade certificate or diploma
- ☐ Other non-university certificate or diploma (obtained at community college institute of technology, etc.)
- ☐ University certificate or diploma below bachelor level
- ☐ Bachelor's degree(s) (e.g., B.A., B.Sc., B.A.Sc., LL.B)
- ☐ University certificate or diploma above bachelor level
- ☐ Master's degree(s) (e.g., M.A., M.Sc., M.Ed.)
- ☐ Degree in medicine, dentistry, veterinary medicine or optometry (M.D., D.D.S., D.M.D., D.V.N., O.D.)
- ☐ Earned doctorate (e.g., Ph.D., D.Sc., D.Ed.)

- 12b. For each qualification you checked above, please specify the country in which you obtained the qualification.

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13. What was the major field of study of your highest degree, certificate or diploma (excluding secondary or high school graduation)?

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14. Regarding the specific trade or profession you are seeking, how many years of related post-graduate experience did you have outside of Canada? \_\_\_\_\_ years

15. Regarding the specific trade or profession you are seeking, how many years of related post-graduate experience have you had while in Canada? \_\_\_\_\_ years

16. In what year did you arrive in Canada? 19 \_\_\_\_\_

17a. What is your current citizenship status?

☐ Canadian citizen

☐ Landed Immigrant

☐ Other (please specify) \_\_\_\_\_

17b. If you are an immigrant, under which immigrant class did you come to Alberta?

☐ Family Class/Assisted Relative

☐ Independent

☐ Refugee

☐ Other (please specify) \_\_\_\_\_

18. To which of the following age groups do you belong? (Place an "X" in the appropriate box.)

☐ under 20

☐ 20-29

☐ 30-39

☐ 40-49

☐ 50 or over

19. Gender

☐ Male

☐ Female

20. So that we can keep track of who has been surveyed, may we please have your name, address and phone number? **Remember, your name, address and telephone number will be kept strictly confidential.** This information will only be used if clarification of answers is needed and to help us avoid double-counting of responses. (Please print.)

First Name: \_\_\_\_\_ Last Name: \_\_\_\_\_

Address: \_\_\_\_\_

\_\_\_\_\_

Telephone Number: \_\_\_\_\_

**Thank you for participating in the survey.**

Please return the completed questionnaire to:

Alberta Task Force on the Recognition of Foreign Qualifications  
c/o Professions and Occupations Bureau  
5th Floor, Kensington Place  
10011 - 109 Street  
Edmonton, Alberta  
T5J 3S8



# Alberta Task Force on the Recognition of Foreign Qualifications

## Questionnaire for Organizations

(1989-90)

The Alberta Task Force on the Recognition of Foreign Qualifications has been formed to report on the experiences of people when trying to get their foreign education and work experience recognized in Alberta. By recognition of foreign qualifications, we mean having foreign education and work experience evaluated so that a person meets the Alberta statutory requirements to practise his or her profession or trade.

Thank you for agreeing to help the Task Force by completing this questionnaire. Your participation in this study is important.

- Please complete and return this questionnaire by January 15, 1990.
- If there is not enough space for your answers please continue on a separate sheet. For most questions you need only place an X in the appropriate box.
- Please distribute the enclosed Individual Profile Questionnaires to members or clients of your organization.
- If you require additional copies of the Individual Profile Questionnaire, or if you have questions please call 427-2655.

Your answers will be kept **strictly confidential**. A stamped addressed envelope has been provided for your use.

If the information on the address label is incorrect please give the complete address in the space provided.

**Please Print:**

\_\_\_\_\_  
Name of Organization

\_\_\_\_\_  
Mailing Address

\_\_\_\_\_  
Postal Code

Telephone: \_\_\_\_\_

\_\_\_\_\_  
Name of person completing this questionnaire

\_\_\_\_\_  
Title

Telephone: \_\_\_\_\_





## Questionnaire for Organizations

- 1.a. Approximately how many members or clients did your organization have in 1989? \_\_\_\_\_  
Number
- 1.b. Approximately how many of your organization's members or clients have concerns about recognition of foreign qualifications? \_\_\_\_\_  
Number
- 1.c. To the best of your knowledge, which professions and trades have certification requirements in Alberta that are difficult for foreign-educated people to meet? (See Appendix A on page 7 for a list of professions and trades) Please list these below.

Professions

Trades

_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____

2. To the best of your knowledge, how successful generally are members of your organization in having their foreign qualifications recognized by licensing bodies or regulatory agencies in Alberta? Licensing bodies or regulatory agencies are responsible for determining whether an individual meets the statutory requirements to practise a profession or trade in Alberta.

Professions

<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Very successful	Fairly successful	Not very successful	Not at all successful	Do not know

Trades

<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Very successful	Fairly successful	Not very successful	Not at all successful	Do not know

The following questions all deal with matters that might affect the opportunities of foreign-educated people to work in the profession or trade of their choice in Alberta.

3. Please read each statement carefully, then indicate how true each statement is from the point of view of your members or clients.

Foreign Education	Very true	Fairly true	Not very true	Not at all true	Do not know
a. It is clear what the standards are to practise a profession or trade in Alberta. ....	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
b. It is clear who should be contacted to have foreign education evaluated in Alberta. ....	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
c. Foreign education is recognized by licensing bodies or regulatory agencies in Alberta. ....	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
d. It is easy to get information about how foreign education is compared to Alberta standards. ....	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
e. Foreign education is compared to Alberta standards fairly. ....	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
f. Further education to meet Alberta standards is available. ....	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
g. The cost of further training to meet Alberta standards is affordable. ....	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
h. It is easy to obtain documentation from one's country of origin proving foreign qualifications. ....	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
i. Services are readily available to translate documents on foreign qualifications into English. ....	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
j. Translation services that are available are recognized by licensing bodies or regulatory agencies in Alberta. ....	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
k. Please use this space for any additional comments you may have about foreign education.					

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Foreign Work Experience	Very true	Fairly true	Not very true	Not at all true	Do not know
l. It is easy to get information about how foreign work experience is compared to Alberta standards. ....	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
m. It is easy to get information about what work experience is needed to practise a profession or trade in Alberta. ....	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
n. Foreign work experience is recognized by licensing bodies or regulatory agencies in Alberta. ....	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
o. There are opportunities to get work experience in Alberta to meet Alberta standards. ....	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
p. Please use this space for any additional comments you may have about foreign work experience.					

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English Language Requirements	Very true	Fairly true	Not very true	Not at all true	Do not know
q. It is clear how to get information about the level of English language needed to enter a profession or trade in Alberta. ....	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
r. It is easy to get further English language training to meet Alberta standards. ....	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
s. English language training needed to meet Alberta standards is <b>not</b> expensive. ....	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
t. Please use this space for any additional comments you may have about English language requirements.					
<hr/>					
<hr/>					

Immigration Status	Very true	Fairly true	Not very true	Not at all true	Do not know
u. It is clear what immigration status is required to practise the profession or trade that one is most qualified for. ....	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
v. Information is provided by immigration officials in the country of origin about the opportunities to study or work in Alberta. ....	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
w. Please use this space for any additional comments you may have about immigration status.					
<hr/>					
<hr/>					

Human Rights	Very true	Fairly true	Not very true	Not at all true	Do not know
x. Foreign qualifications are not recognized by licensing bodies or regulatory agencies because of discrimination based on					
i. colour. ....	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
ii. age. ....	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
iii. gender. ....	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
iv. marital status. ....	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
v. disability (physical or mental). ....	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
vi. criminal convictions. ....	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
vii. religion. ....	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
viii. national or ethnic origin. ....	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
ix. speaking English as a second language. ....	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
y. Please use this space for any additional comments you may have about human rights.					
<hr/>					
<hr/>					





6. Please use this space to make any further comments about the experiences foreign-trained people have when trying to get their education and work experience recognized in Alberta.

[illegible]

In order to ensure that we have a good cross-section of organizations representing foreign-trained people in the province, please provide some information about the work of your organization.

### Mandate/Purpose of Organization

7. Describe briefly the mandate/purpose of your organization (use extra sheet if necessary).

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8. Later on in this study, if the Task Force wishes to have more information, would your organization be willing to make a presentation?

☐

No

☐

Yes

**Thank you for participating in the survey.**

Please return the completed questionnaire to:

Alberta Task Force on the Recognition of Foreign Qualifications  
c/o Professions and Occupations Bureau  
5th Floor, Kensington Place  
10011 - 109 Street  
Edmonton, Alberta  
T5J 3S8

# Alberta Task Force on the Recognition of Foreign Qualifications

## Educational Institutions

The Alberta Task Force on the Recognition of Foreign Qualifications has been formed to analyze, investigate, determine and examine the issues in the recognition of foreign qualifications, and to report its findings and recommendations to government.

In some cases, practitioners with foreign qualifications are required to obtain or seek to obtain additional training in Alberta. Foreign trained practitioners may also be referred to training programs in order to have their credentials assessed (e.g. the regulatory agency does not have the appropriate resources) or to undergo an individual assessment of their own abilities. We are, therefore, asking educational institutions to provide information on the demand by foreign trained graduates for training, established programs to provide such training, effectiveness of training institutions in providing such training, etc.

**Name and Address**  
(attach mailing label)

**CORRECTION:** If the above information is not correct, please provide the correct information for our files

\_\_\_\_\_  
Name, Title

\_\_\_\_\_  
Program and Institution

\_\_\_\_\_  
Street Address

\_\_\_\_\_  
City, Postal Code

Contact person respecting this questionnaire:

\_\_\_\_\_  
Name

\_\_\_\_\_  
Telephone

Educational Institutions



## Requests by Foreign-Trained Practitioners

1. Has your program been contacted by individuals with foreign qualifications seeking to upgrade their qualifications to meet Alberta requirements?
- ☐ No    ☐ Yes
- If yes, how many in the past three years? \_\_\_\_\_
2. What type of upgrading is normally required of persons with foreign qualifications?  
[Please check all that apply]
- ☐ a. completion of full term(s) or semester(s)
- ☐ b. completion of selected courses
- ☐ c. completion of challenge examinations
- ☐ d. other (please describe) \_\_\_\_\_
3. With respect to the individuals identified in question 1, please complete the attached information sheet on individuals seeking to upgrade foreign qualifications. Please note: We are asking for information on individual cases; however, we do not need to have names—an ID number or code is sufficient.

## Programs

4. Does your program offer training that would be of use to individuals seeking to upgrade their qualifications to meet the requirements for professional or occupational registration or licensure?
- ☐ No    ☐ Yes

If yes, please indicate the specific courses or the programs of courses and the number of individuals who have completed each course or program in the past three years (1987 - 1989).

Program/Course	Canadian Trained			Foreign Trained		
	1987	1988	1989	1987	1988	1989



5. If your program does offer courses or programs for individuals seeking to upgrade their qualifications, are any directed specifically to individuals with foreign qualifications?

☐ ☐

No Yes

If yes, please indicate which courses or programs.

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6. Are programs or procedures available through other than regular classes (i.e. part-time, evening, outreach delivery, correspondence, challenge examinations etc.)?

☐ ☐

No Yes

If yes, please describe.

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7. If such programs or procedures are provided, how successful, in your opinion, have they been in assisting individuals with foreign qualifications to meet Alberta requirements

☐

very  
successful

☐

☐

☐

☐

not at all  
successful

8. To the best of your knowledge, what percentage of the individuals in the past three years who have enrolled in such programs have completed training? \_\_\_\_\_

percentage

9. To the best of your knowledge, what percentage of the individuals completing such programs in the past three years have become registered or licensed in Alberta? \_\_\_\_\_

percentage

## Assessment of Credentials

10. Have individuals with foreign training been referred to your program to have their credentials assessed?

☐ ☐  
No Yes

If yes, what agencies have made such referrals?

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11. How effective would you say your program has been in assessing such credentials that could not otherwise be assessed by the regulatory/licensing agency?

☐ ☐ ☐ ☐ ☐  
very not at all  
successful successful

Please explain.

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12. Please describe any problems or difficulties your program has experienced in evaluating applications from foreign-trained graduates respecting the following:

a. language or cultural barriers \_\_\_\_\_

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b. lack of objective mechanisms for evaluating credentials or other qualifications \_\_\_\_\_

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c. poor documentation \_\_\_\_\_

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d. other \_\_\_\_\_

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### Evaluation of Foreign-Trained Practitioners

13. Have any regulatory agencies requested that you assess the knowledge or competency of foreign-trained practitioners for the purposes of determining their eligibility for registration or their need for upgrading?

☐ ☐  
No Yes

If yes, please explain and indicate which agencies.

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### General Issues

14. In general, is your program able to respond to requests to provide upgrading programs and or evaluation/assessment of candidates with foreign qualifications?

☐ ☐ ☐ ☐ ☐  
very not at all  
successfully successfully

Please explain.

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15. Are there particular groups of foreign trained applicants that present unique problems?

☐ ☐  
No Yes

If yes, please specify.

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16. What attempts or steps has your program taken, if any, to deal with problems encountered in evaluating foreign-trained applicants or in providing upgrading programs?

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17. As program head, what do you think needs to be done to overcome the difficulties in evaluating foreign credentials?

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18. As program head, what do you think needs to be done to overcome the difficulties in providing upgrading programs?

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## Individuals seeking to upgrade foreign qualifications

NOTE: The information requested is for research purposes only. This information is to be published only in a statistically summarized form.



# Alberta Task Force on the Recognition of Foreign Qualifications

## Questionnaire for Registering and Licensing Bodies

The Alberta Task Force on the Recognition of Foreign Qualifications has been formed to analyze, investigate, determine and examine the issues in the recognition of foreign qualifications, and to report its findings and recommendations to government. As professional associations have a major responsibility in evaluating the qualifications of foreign-trained individuals, they are being asked to provide detailed information on their activities, policies, and procedures respecting the evaluation of the qualifications of applicants, in general, and of foreign-trained applicants in particular.

**Name and Address**  
(affix mailing label here)

If the above information is not correct, please provide the correct information for our files:

### Corrections

\_\_\_\_\_  
Name, Title

\_\_\_\_\_  
Association

\_\_\_\_\_  
Street Address

\_\_\_\_\_  
City, Postal Code

Contact person respecting this questionnaire:

\_\_\_\_\_  
Name

\_\_\_\_\_  
Telephone



### Association Membership

1. How many members were there in your Association in each of the past three years. If your Association registers practitioners in more than one professional category (e.g.: engineers, geologists, & geophysicists; radiographic technologists, nuclear medicine technologist & radiation oncology technologists) please specify for each category [A, B, C].

Membership Category	1987	1988	1989	TOTAL
A _____	_____	_____	_____	_____
B _____	_____	_____	_____	_____
C _____	_____	_____	_____	_____

2. How many applications for membership (within each category) has your Association processed in each of the past three years.

Membership Category	1987	1988	1989	TOTAL
A _____	_____	_____	_____	_____
B _____	_____	_____	_____	_____
C _____	_____	_____	_____	_____

### Regulatory Requirements

3. What authority has been delegated to your association in respect to the evaluation of qualifications of individuals seeking registration.

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4. Responsibility for determining whether an individual meets specified training requirements is often shared with other bodies such as the UCC or the Health Disciplines Board. Does such a body have a role in evaluating credentials within your profession?

☐ ☐  
No Yes

If yes, please specify and outline the relationship between your association and that body.

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5. In the legislation governing your profession, are there specific requirements respecting the evaluation of applicant qualifications including credentials, work experience, language proficiency etc.

☐ ☐  
No Yes

If yes, please specify:

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## Application Process

6. Does your association have a standard process for dealing with applications for registration.

- ☐ Yes, there is a standard process that is the same for Alberta- and foreign- trained applicants.
- ☐ Yes, there is a standard process, but that process differs for Alberta- and foreign-trained applicants.
- ☐ No, there is no standardized process.

If yes, please describe the process(es)?

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7. Irrespective of whether there are *formal* differences in the process, does the process differ *in practice* for foreign-trained applicants.

- ☐ No   ☐ Yes

If yes, please provide details.

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8. The processing of applications for registration obviously takes time. If possible, we would like you to indicate *approximately* how much time is required for various stages of the application — review — registration process.

**Stage 1: Receipt of Documents** — [from the date of initial application until receipt of the documents required to evaluate the application]

Applicants with Alberta qualifications: \_\_\_\_\_ months

Applicants with foreign qualifications: \_\_\_\_\_ months

**Stage 2: Evaluation of Documents** — [from the date of receipt of documents until a decision is reached that candidate is either eligible for registration or is not eligible and must, therefore, meet outstanding requirements]

Applicants with Alberta qualifications: \_\_\_\_\_ months

Applicants with foreign qualifications: \_\_\_\_\_ months

**Stage 3: Attainment of Additional Requirements** — [from the date of determination that additional requirements must be met to the date on which they are met]

Applicants with Alberta qualifications: \_\_\_\_\_ months

Applicants with foreign qualifications: \_\_\_\_\_ months

**Stage 4: Final Approval** — [from the date of attainment of additional qualifications to date on which registration is granted]

Applicants with Alberta qualifications: \_\_\_\_\_ months

Applicants with foreign qualifications: \_\_\_\_\_ months

9. Does your association have any procedures/programs in place to assist foreign-trained applicants in meeting registration requirements.

☐ ☐

No Yes

If yes, please describe.

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Evaluation of Foreign-Trained Applicants

10. Of all applications received in each of the past three years, how many were from practitioners trained outside Canada. Again, if your Association registers members in separate categories of practice, please provide data for each membership category.

Membership Category	1987	1988	1989	TOTAL
A _____	_____	_____	_____	_____
B _____	_____	_____	_____	_____
C _____	_____	_____	_____	_____

11. Of the TOTAL foreign-trained applicants specified above, how many were approved for registration in each category (A, B, or C) :

	A	B	C
a. Without further examination or training.	_____	_____	_____
b. Upon completion of examination(s) only	_____	_____	_____
c. Upon completion of additional training only	_____	_____	_____
d. Upon completion of additional training <i>and</i> examination(s)	_____	_____	_____
e. Following the attainment of other qualifications	_____	_____	_____

12. Of the total foreign-trained applicants specified above, how many were refused registration outright, that is, without a direction to take further examination or training.

_____	_____	_____
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13. Of these foreign-trained applicants how many are currently in process

a. awaiting initial review of credentials	_____	_____	_____
b. seeking further training	_____	_____	_____
c. seeking further experience	_____	_____	_____
d. awaiting examination(s)	_____	_____	_____
e. obtaining English language qualifications	_____	_____	_____
f. awaiting further documentation/references	_____	_____	_____
g. other (specify) _____	_____	_____	_____

14. We would now like to obtain some additional information related to the countries of origin of the individuals with foreign qualifications who have applied for membership in your association during the past three years. Specifically we are interested in (a) the number of applicants from each country and (b) the requirements they were expected to meet. To present this information, we would like you to complete a table in which the rows represent countries and the columns represent the number of applicants and the requirements they were to meet.

If for any country listed, applicants are required to meet different conditions depending upon their original training program, you may wish to divide applicants within a country. In addition if applicants from a number or block of countries must meet essentially the same requirements, you may wish to group them together in the Table. However, if you do so, please be sure to specify the number of applicants from each country. The following is a sample of how such a table might be completed.

### Sample Table

#### Registration of Foreign-Trained Applicants in the Profession of \_\_\_\_\_ as a function of Country of Origin

Country or Countries	Number of Applicants	Requirements to be Met
USA	15	US programs accredited by Agency Y are approved. Applicants must pass registration exam within 2 years — may practise in interim.
GB, Aust., NZ	4,6,1 <sup>1</sup>	Within 2 years must complete 2 courses in ... and pass registration exam. May practise in interim.
Western Europe	See attached List	Must complete courses in ... provide proof of English language and pass registration exam. Temp. permit if language requirements met.
Hong Kong Program A	7	Must complete a period of practical training, proof of English competency and registration exam. Temp permit if all but exam completed
Hong Kong Other programs	2	Programs are not recognized. Applicants referred to training program.
etc.		

<sup>1</sup>The attached list would give the specific countries and the number of applicants from each.

**Table**

**Registration of Foreign-Trained Applicants in the Profession of  
\_\_\_\_\_ as a function of Country of Origin**

Country or Countries	Number of Applicants	Requirements to be Met

## Registration Appeals

15. Does your association have a process in place for dealing with appeals respecting registration decisions?

☐ ☐

No Yes

If yes, please describe the process?

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16. Does this process differ, in practice, for foreign-trained applicants.

☐ ☐

No Yes

If yes, please describe the process?

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17. Within the past 3 years, how many individuals (foreign- and Canadian- trained) have appealed a decision respecting their eligibility for registration.

Foreign Trained \_\_\_\_\_?

Canadian Trained \_\_\_\_\_?

18. For each case appealed in the past three years, please provide the following information:

(a) Institution and country where training received

(b) Grounds for rejection of initial application

(c) Stated grounds for the appeal

(d) Outcome of appeal

(e) Reasons for decision

(please complete and attach separate copies of appendix A for each case appealed)



## Problems/Issues

19. With respect to the following concerns, has your association encountered specific difficulties or problems in evaluating and processing applications from foreign-trained graduates?

a. retraining requirements ☐ yes ☐ no

Please Explain: \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

b. examination requirements ☐ yes ☐ no

Please Explain: \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

c. language/cultural barriers ☐ yes ☐ no

Please Explain: \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

d. lack of objective mechanisms for evaluating credentials or other qualifications ☐ yes ☐ no

Please Explain: \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

e. poor documentation ☐ yes ☐ no

Please Explain: \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

f. other (please specify) ☐ yes ☐ no

Please Explain: \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

20. Are there particular groups of foreign-trained applicants that present unique problems.

☐ ☐

No Yes

If yes, please specify.

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21. If applicants are required to obtain additional training (courses, programs or work experience) is such training

(a) available.

☐ ☐

No Yes

Please explain and, if yes, please specify where such training is normally obtained and the duration, in general, of such training.

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(b) accessible (i.e.: offered with some frequency at a reasonable cost)?

☐ ☐

No Yes

Please Explain:

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22. What steps has your association taken, if any, to deal with problems encountered in evaluating foreign-trained applicants.

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23. From your Association's perspective, what needs to be done to overcome the difficulties in evaluating foreign credentials.

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24. Please use the space below to provide any additional comments you may wish to make respecting the evaluation of foreign credentials.

This image shows a single sheet of white paper with horizontal ruling lines. The lines are evenly spaced and run across the width of the page. There are no margins or other markings on the paper.



# **Alberta Task Force on the Recognition of Foreign Qualifications**

## **Questionnaire for Registering and Licensing Bodies**

### **Appendix A**

#### **Appeals to Councils or Governing Bodies Respecting Eligibility for Registration (Refer to Question 18)**

**Appellant Identification:** \_\_\_\_\_

[Note: It is not necessary to identify individuals by name, but an identification number should be assigned to each case so that cases can be distinguished and if necessary, identified at a later date.]

**Training Received** (degree or certificate, name of institution, plus any additional qualifications)

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**Reasons for Rejection:**

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**Basis or Reasons for Appeal:**

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**Outcome of Appeal:**

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# Alberta Task Force on the Recognition of Foreign Qualifications

## Questionnaire for Registering and Licensing Bodies Case-File Information for the Years: 1987, 1988, 1989

### Application Information (as of date of application)

Identification # \_\_\_\_\_

Age or DOB: \_\_\_\_\_ Sex: \_\_\_\_\_

Country of Origin: \_\_\_\_\_

### Candidate Qualifications (as outlined in candidate's application)

1. Date of Application: \_\_\_\_\_

2. Institution(s) Attended:

Undergraduate: \_\_\_\_\_

Graduate: \_\_\_\_\_

3. Degrees/Certificates:

Undergraduate: \_\_\_\_\_

Graduate: \_\_\_\_\_

4. Foreign Professional Registration: \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

## 5. Professional Experience:

In evaluating foreign qualifications, a profession may consider not only the applicant's formal training, but also the extent of his/her experience in the practice of a profession.

### (a) Foreign:

List most recent experience first.

Position	Country	Dates (from/to)

### (b) Canadian

Describe any experience the applicant received in Canada. Indicate positions held, employers, and dates of employment — include all employments whether or not directly related to his/her profession.

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## 6. Other Qualifications:

Please indicate if there are any other qualifications (other degrees, special programs, etc.) for this applicant.

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## 7. Evaluation of Application:

- (a) Upon receipt of all information respecting foreign qualifications, was the application approved without the requirement of additional training, examination or experience?

☐ ☐ ☐

Yes No ?

If yes, go to the next section "**Outcome.**"

- (b) Was the applicant required to obtain additional didactic or formal training?

☐ ☐ ☐

Yes No ?

If yes, please specify with reasons.

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- (c) Was the applicant required to obtain additional practical training?

☐ ☐ ☐

Yes No ?

If yes, please specify with reasons.

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- (d) Was the applicant required to obtain additional practical work experience?

☐ ☐ ☐

Yes No ?

If yes, please specify with reasons.

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(e) Was the applicant required to pass one or more examinations?

☐      ☐      ☐  
Yes      No      ?

If yes, please specify (qualification, registration, didactic, practical etc.) with reasons.

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(f) Was the applicant required to meet requirements for English language competency?

☐      ☐      ☐  
Yes      No      ?

If yes, please specify.

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(g) If the application was refused outright, i.e. without a direction to take further training or examination, please list the reasons.

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**8. Outcome:**

What is the current status of this application? **Select the appropriate description from the following:**

(a) Applicant is registered/licensed to practise.

☐

Yes

☐

No

☐

?

If yes, specify date of licensing \_\_\_\_\_

(b) Applicant is currently upgrading his qualifications (specify, if possible).

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(c) Applicant has left profession and is (specify):

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(d) Applicant is appealing the evaluation of his/her credentials. (specify grounds if available)

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(e) Other. Please detail.

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(f) Current status of applicant is unknown. ☐



## **APPENDIX IV**

### **PRESENTERS AND CONTRIBUTORS**

#### **Presentations**

The following organizations made presentations to the Task Force:

#### **Immigrant and Ethnocultural Serving Organizations**

Alberta and Northwest Territories Women's Network  
Alberta Association of Refugee Physicians  
Alberta Cultural Heritage Council, Edmonton and District  
Alberta Cultural Heritage Council, Peace River  
Alberta Cultural Heritage Council, Southeast Region  
Alberta Cultural Heritage Council, Southwest Region  
Alberta Network of Immigrant Women  
Calgary Catholic Immigrant Society  
Calgary Compass  
Calgary Immigrant Women's Centre  
Calgary Multicultural Centre  
Calgary Society for Immigrant Workers  
Canadian Council of Muslim Women  
Canadian Polish Congress  
Catholic Social Services  
Catholic Social Services Vocational and Assessment Referral  
Chinese Canadian National Council, Edmonton  
Council of India Societies  
Distinctive Employment Counselling Services of Alberta  
Council of Immigrant Societies of Edmonton, East Indian Community  
Edmonton Chinese School Society  
Edmonton Immigrant Services Association  
Edmonton Multicultural Society  
Edmonton Vietnamese Society  
Edmonton Viets Association  
Filipino Nurses Association  
Immigrant Physicians of Alberta  
India Canada Association of Calgary  
Indo-Canadian Women's Association  
Mennonite Centre for Newcomers  
Pakistan Association of Alberta Edmonton  
Salvadorean Social Services  
Southern Ethnic Association  
Taiwan Universities Alumni Association

**Regulatory Agencies and Licensing Bodies**

Alberta Association of Architects  
Alberta Association of Registered Nurses  
Alberta Association of Registered Occupational Therapists  
Alberta Association of Social Workers  
Alberta College of Physicians and Surgeons  
Alberta Dental Assistants Association  
Alberta Dental Association  
Alberta Dental Hygienists Association  
Alberta Dental Technicians Association  
Alberta Denturist Society  
Alberta Education Teacher Certification and Development Branch  
Alberta Guild of Ophthalmic Dispensers  
Alberta Institute of Purchasing Managers  
Alberta Land Surveyors' Association  
Alberta Medical Association  
Alberta Optometric Association  
Alberta Pharmaceutical Association  
Alberta Prehospital Professions Association  
Alberta Veterinary Medical Association  
Association of Professional Engineers, Geologists and Geophysicists  
of Alberta  
Board of Examiners for Certified Dental Mechanics  
Certified General Accountants Association of Alberta  
College of Chiropractors of Alberta  
College of Physical Therapists of Alberta  
College of Physicians and Surgeons of Alberta  
Emergency Medical Technology  
Health Disciplines Board  
Institute of Chartered Accountants of Alberta  
Law Society of Alberta  
Professional Council of Licensed Practical Nurses  
Psychiatric Nurses Association of Alberta  
Psychologists Association of Alberta  
Society of Management Accountants of Alberta

**Other Organizations**

City of Calgary, Personnel  
La Crete Community Concerns Society  
Syncrude

Alberta Civil Liberties Research Centre  
Alberta Human Rights Commission

### **Educational Institutions**

Alberta Vocational College, Calgary  
Alberta Vocational College, Edmonton  
Educational Testing Service of Canada  
English Language Professionals, Inc.  
Universities Coordinating Council  
University of Alberta Faculty of Medicine

### **Government Departments and Agencies**

Alberta Public Service Commission  
Alberta Career Development and Employment, Access Initiatives  
Alberta Career Development and Employment, Apprenticeship and  
Trade Certification Branch  
Employment and Immigration Canada  
Personnel Administration Office, Government of Alberta, Public  
Services Commission

Delegates from the Task Force met with the following:

Access to Trades and Professions in Ontario  
Department of Culture and Immigration, Division of Equivalences -  
Quebec  
Department of Education - New York

### **Written Submissions**

Written submissions were received from the following organizations:

### **Ethnocultural and Immigrant Serving Organizations**

Alberta and Northwest Territories Network of Immigrant Women  
Alberta Cultural Heritage Council, Edmonton Region  
Alberta Cultural Heritage Council, Peace River  
Alberta Cultural Heritage Council, Provincial Coordinating Body  
Alberta Cultural Heritage Council, Southwest Alberta  
Alberta Network of Immigrant Women



## APPENDIX IV

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Bangladesh Canada Association of Edmonton  
Calgary Catholic Immigration Society  
Calgary Immigrant Women's Centre  
Calgary Mennonite Centre for Newcomers  
Calgary Mexican Canadian Cultural Association  
Calgary Society for Immigrant Workers  
Canadian Polish Congress Inc.  
Catholic Social Services Immigration and Settlement Service  
Central Alberta Refugee Effort  
Chinese Canadian National Council  
Council of India Societies of Edmonton  
Distinctive Employment Counselling Services of Alberta  
Edmonton Chinese School Society  
Edmonton Multicultural Society  
Filipino Nurses Association  
Immigrant Vocational and Language Referral Centre  
Immigration Services Association  
Indo-Canadian Women's Association  
Iranian Heritage Society of Edmonton  
Lao Association of Alberta  
Lethbridge Immigrant Settlement Association  
Mennonite Central Committee  
Mennonite Centre for Newcomers  
Pakistan Association of Alberta  
SAAMIS Immigration Services Association  
Salvadorean Social Services  
Southern Alberta Ethnic Association  
Sri Lanka Canada Friendship Association of Edmonton and District  
Taiwan Universities Alumni Association

### **Regulatory Bodies and Licensing Agencies**

Alberta Association Canadian Institute of Planners  
Alberta Association of Architects  
Alberta Association of Combined Laboratory and X-Ray Technicians  
Alberta Association of Medical Radiation Technologists  
Alberta Association of Optometrists  
Alberta Association of Registered Nurses  
Alberta Association of Registered Psychiatric Nurses  
Alberta Dental Assistants Association  
Alberta Dental Association

Alberta Dental Hygienists Association  
 Alberta Denturist Society  
 Alberta Guild of Ophthalmic Dispensers  
 Alberta Hearing Aid Practitioners Association  
 Alberta Home Economics Association  
 Alberta Institute of Agrology  
 Alberta Institute of Purchasing Management Association of Canada  
 Alberta Land Surveyors' Association  
 Alberta Mental Deficiency Nurses Association  
 Alberta Pharmaceutical Association  
 Alberta Podiatry Association  
 Alberta Prehospital Professions Association  
 Alberta Registered Dietitians Association  
 Alberta Registered Professional Foresters Association  
 Alberta Society of Engineering Technologists  
 Alberta Society of Professional Biologists  
 Alberta Society of Respiratory Therapists  
 Alberta Teachers' Association  
 Alberta Veterinary Medical Association  
 Association of Professional Engineers, Geologists and Geophysicists  
 of Alberta  
 Board of Examiners for Certified Dental Mechanics  
 Certified General Accountants of Alberta  
 College of Chiropractors of Alberta  
 College of Physical Therapists of Alberta  
 College of Physicians and Surgeons of Alberta  
 Dental Technicians Board  
 Institute of Certified Management Consultants of Alberta  
 Institute of Chartered Accountants of Alberta  
 Interior Designers Association of Alberta  
 Law Society of Alberta  
 Professional Council of Licensed Practical Nurses  
 Psychologists Association of Alberta  
 Society of Local Government Managers of Alberta  
 Society of Management Accountants of Alberta

### **Other Organizations**

Alberta Civil Liberties Research Centre  
 Alberta Advisory Council on Women's Issues  
 Canadian Human Rights Commission  
 City of Calgary

### **Educational Institutions**

Alberta Hospital-Edmonton, School of Nursing Edmonton  
Alberta Hospital-Ponoka, School of Nursing  
Alberta Vocational Centre, Emergency Medical Technology-Ambulance  
Alberta Vocational College, Calgary  
Alberta Vocational College, Edmonton  
Alberta Vocational College, Lesser Slave Lake  
Baker Cancer Centre  
Cross Cancer Institute, Radiation Oncology  
Educational Testing Service of Canada  
English Language Professionals  
Foothills Hospital, School of Nursing  
Grant McEwan Community College, Health Sciences Division-Nursing  
Grant McEwan Community College, School of Nursing  
Grant McEwan Community College, Social Work Program,  
Keyano College, Nursing Program  
Misericordia Hospital, School of Nursing  
Royal Alexandra Hospital, School of Nursing Sciences  
Tom Baker Cancer Centre, Department of Radiation Oncology, Tom  
University of Alberta, Department of Educational Psychology  
University of Alberta, Department of Geology,  
University of Alberta, Department of Occupational Therapy,  
University of Alberta, Department of Physical Therapy  
University of Alberta, Faculty of Dentistry  
University of Alberta, Faculty of Education  
University of Alberta, Faculty of Engineering  
University of Alberta, Faculty of Medicine  
University of Alberta, Faculty of Pharmacy  
University of Alberta, Faculty of Science  
University of Alberta Hospital, School of Nursing  
University of Calgary, Faculty of Education  
University of Calgary, Faculty of Law  
University of Calgary, Faculty of Nursing  
University of Calgary, Faculty of Social Work  
University of Lethbridge, School of Nursing,

### **Universities Coordinating Council**

Universities Coordinating Council Professional Examining Boards in:  
Agrology

Architecture  
Biology  
Certified General Accounting  
Certified Management Accountants  
Certified Management Consulting  
Chartered Accounting  
Chiropody  
Community Planning  
Dental Assisting  
Dental Hygiene  
Dental Technology  
Dentistry  
Dietetics  
Forestry  
Home Economics  
Interior Design  
Land Surveying  
Law  
Local Government Managers  
Occupational Therapy  
Optometry  
Physical Therapy  
Psychology  
Purchasing Management  
Registered Nursing  
Social Work

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## APPENDIX VI

### SOCIAL POLICY

*Excerpts from*  
**A SOCIAL POLICY FOR THE FUTURE**

The Government of Alberta has developed the following statement of social policy:

*The Government of Alberta recognizes that social and economic development are inseparable. It is committed to building our tradition of caring for each other and ensuring a quality of life in which all Albertans can participate democratically and share fully on equal terms in the rich cultural, economic, and social diversity of their province and in its future development.*

*The government will provide the necessary leadership and overall responsibility for provincial social policies, and will provide support and resources to create an environment in which Albertans can work together, be self-reliant, and take responsibility for their own lives, their families and their communities.*

*Government policies and programs will be designed to promote cooperative and independent initiatives of individual Albertans while at the same time ensuring that those who, for a variety of reasons, must depend on social programs for support are able to live dignified and meaningful lives.*

This statement of social policy offers a direction for the province to follow in addressing both the social and economic needs of Albertans. The future economic growth of the province depends on the development of capable and productive individuals. Indeed, social policy must lead if Albertans are to fulfil their expectations...it must form the supporting factor in the development of a strong economic environment.

The statement of social policy recognizes the desire of people to live in a humane, dignified and independent manner and reflects a philosophy that stresses individual initiative, independence and responsibility. It reflects our view that government policies, programs and services must complement and support the choices and decisions that individuals

make. Finally, the statement is consistent with the tradition of this province which is built on a firm foundation of strong and enterprising citizens who are prepared to accept challenges, take decisive actions, and accept responsibility for their actions.

The purpose of this statement of social policy is to provide a framework for defining the role of government in fulfilling its responsibilities to the people of Alberta.

It is the role of the Government of Alberta:

- To foster a social, economic, political and cultural environment in which Albertans are able to participate fully in their society;
- To promote a dignified and humane society in which Albertans are assured high standards of education, health, personal safety and security, and protection of their fundamental freedoms;
- To foster individual self-reliance and provide positive opportunities for individuals to achieve their personal goals, to take responsibility for their actions, and to be contributing and caring members of Alberta society;
- To promote a society which respects the beliefs, values, worth, and contributions of all individuals and allows them to participate fully in all aspects of Alberta life;
- To provide equitable opportunities for all Albertans, on the basis of their needs, to access government programs;
- To ensure that Albertans have access to quality programs and services in essential areas of government responsibility such as education, health care, and justice;
- To provide special programs and support to those who, for a variety of reasons, may need either temporary or permanent assistance;
- To foster and support a social and economic environment in which Alberta continues to grow and prosper, while generating the resources necessary for the implementation of effective programs and services for Albertans;



- To foster the growth and enrichment of Alberta's cultural heritage in an environment which supports the development of the artistic and cultural talents of Albertans, and to support recreational and leisure activities which contribute to the quality of life in Alberta;
- To protect the environment of Alberta and to ensure that government policies are directed toward enhancing its natural beauty and quality;
- To demonstrate good stewardship over the resources of Alberta in the best interests of present and future Albertans; and
- To work cooperatively with the federal government, other provinces and municipal governments in areas of shared responsibility in order to ensure that the needs of Albertans are addressed and that they receive their fair share of benefits and support.

These important statements describe both the role and the challenges that face this government. Fulfilling these roles requires the deliberate and dedicated actions of a government committed to building a strong future for Alberta. Just as importantly, meeting these challenges requires the full and active participation of all Albertans.

### **RESPONSIBILITY OF GOVERNMENT**

Within the context of both the statement of social policy and the role of government which have been articulated, government must review the various programs and policies it has developed. Principles have been developed to guide the review of existing programs, and the identification and implementation of new programs.

#### **Principles**

- Government policies and programs must promote and facilitate individual initiative and self-reliance, self-sufficiency and responsibility.
- Government policies and programs must recognize the paramount importance of the family as the basic unit of our

society and the diversity of family structures, and must support and strengthen the role of the family in Alberta society.

- Government policies must enable individuals, families and communities to build on our strong tradition of voluntarism, and to take increasing responsibility for caring for themselves and for those in need of help and support.
- Government policies and programs should involve, to the extent possible, communities and community agencies in the development, delivery, and evaluation of services to Albertans.
- Government policies and programs must support and complement private business, industry and community agencies, and provide an environment in which the private sector can work cooperatively with government in meeting the needs of Albertans.
- Government policies must support the individual's ability to make choices and decisions.
- Government policies and programs must be adaptable and responsive to the changing needs of Albertans.
- Government policies and programs must focus on the development of strategies that address the causes of social and health problems and the ways of preventing their occurrence.
- Priorities for government services and programs should be established on the basis of responding to the greatest needs; should take into consideration the financial circumstances of the individuals affected; and, where possible, should be designed to help individuals regain their self-sufficiency and independence.
- The development of policies and programs must involve Albertans actively in describing issues and in considering alternatives; and once policies are developed, Albertans must be well informed about the programs and services available to them.
- Government policies and programs requiring interdepartmental cooperation must operate without duplication and as smoothly as possible for the consumer.

### Conclusion

This document provides the framework for social policy in Alberta. It will be used to review and refine existing programs. It sets clear guidelines for developing new programs and services. It forms the basis for future planning and gives direction for taking action. Over the course of the next few years, priorities of this government for action will reflect our commitment to meeting the goals set out in this policy statement.

Alberta's social programs and services exist for the betterment and enrichment of its people. This can best be accomplished if they are consistent with and reflect the statement on social policy, and the role and responsibility of government in effecting that policy.

Alberta is a beautiful province — rich in resources and great in potential. Its most significant strength is its people — people who are willing to work together and to take responsibility; people who are prepared to meet challenges head-on; people who are committed to this province and to themselves. Through the implementation of this social policy statement and those actions flowing from the policy, the Government of Alberta will continue to build on the strengths that are so much a part of our history and of our outlook for the future.

## **APPENDIX VII**

### **PRINCIPLES AND POLICIES GOVERNING PROFESSIONAL LEGISLATION IN ALBERTA**

#### **Fundamental Objectives**

- The fundamental purpose of professional legislation is to regulate professions in the public interest.
- In order to promote the interests of the public, professional legislation shall establish standards, procedures and controls which, to the fullest extent possible:
  - (i) protect service users and the public from incompetent or unethical providers of professional services;
  - (ii) promote quality, efficiency and cost effectiveness in the provision of professional services;
  - (iii) balance the rights and responsibilities of professionals, service users and the public; and
  - (iv) enable service users to exercise informed judgement and freedom of choice with respect to professional services.

#### **Accountability and Delegated Self-Governance**

- Self-governance is a privilege delegated to a profession only when the public interest is served by doing so, and when the advantages clearly outweigh the disadvantages.
- Where appropriate, the privileges, responsibilities and powers of self-governance shall be delegated by the government, on behalf of the public, through professional legislation. If it is not in the public interest to delegate full self-governing authority to certain professions, the government shall establish other mechanisms for their governance.
- Professional legislation shall delegate to the professional association of self-governing professions a range of regulatory responsibilities. The professional association shall be held accountable to the public it serves and to the government for the performance of these statutory functions.



- Regulations pursuant to a professional statute shall be limited to matters of significant public interest, such as registration requirements, scope of practice, mandatory continuing education, complaint and disciplinary procedures, limitations on services, and the sale of appliances or substances. Regulations must be approved by the profession's governing body, the government and, where appropriate, the majority of the membership of the profession. Bylaws shall address administrative matters which do not have a public impact and will only require approval of a majority of the membership.

### **Public Representation**

- In the interests of public accountability, there shall be at least two public members on the governing body of each professional association. If there are more than ten elected members of the association on the governing body there shall be three public members and one additional public member for each additional ten elected association members.
- Public representation is not mandatory on Practice Review Committees.
- Each disciplinary committee shall include at least one public representative.
- The Lieutenant Governor in Council will appoint public members to governing and disciplinary bodies. Public members shall serve for a maximum of six years. The expenses of public representatives will be paid by the government.
- In order to ensure that public representatives are knowledgeable about their roles, the government and the profession will provide proper orientation.

### **Standards of Competency and Conduct**

- Professional legislation shall establish a range of mechanisms designed to ensure that registered or licensed practitioners maintain acceptable standards of competency and conduct.

### **Registration Requirements**



- Requirements for initial and ongoing registration in a profession shall be established in the legislation governing that profession. Such requirements shall be reasonable and effective, and shall not be used to control the market for professional services by arbitrarily restricting access to practice.
- Educational standards shall be set or approved by a body operating at arm's length from the profession. Experiential requirements shall also be specified in regulations or set or approved by an arm's length body. An arm's length body established to perform these functions will normally include representation from the profession, educational institutions, employers and the public. When a large portion of a profession's services are provided or funded by the public sector, this body will also include representation from the government.
- Professional associations that presently establish their own educational and experiential standards shall, within a reasonable period of time, develop a process which conforms to this principle.

### **Reciprocity and Portability of Credentials**

- Interprovincial reciprocity, acceptable of national standards and portability of credentials is desirable, but the province's vulnerability to standards set by national associations must be safeguarded, where such standards would adversely affect the public interest.

### **Practice Review**

- Professional legislation shall establish within each self-governing professional association a statutory committee whose function is to:
  - (i) advise the governing body of the association with respect to desirable standards of practice and competence; and

- (ii) where appropriate, review the practice of registered or licensed practitioners to ensure that they are maintaining acceptable standards.

### **Code of Ethics**

- Each self-regulating profession shall develop and publish a code of ethics which establishes enforceable standards of practice and conduct and emphasizes public protection. Codes of ethics shall be included in each profession's bylaws and not in statutes or government-approved regulations.

### **Continuing Education**

- Each profession shall develop continuing education programs with its own resources. If a professional association deems it advisable that such continuing education programs are mandatory, the requirements shall be established in the regulations governing that profession. Disciplinary or registration decisions relating to mandatory continuing education shall be appealable.

### **Equitable Procedures**

- Professional legislation shall:
  - (i) observe the principles of natural justice and fairness;
  - (ii) ensure, to the fullest extent possible, that citizens are free to obtain services from the practitioner of their choice;
  - (iii) recognize, to the fullest extent possible, the right of competent practitioners to offer their professional services to the public; and
  - (iv) establish fair and equitable procedures for investigating complaints and disciplining incompetent or unethical practitioners.

### **Scope of Practice and Right to Title**

- Specialization and divisions of labour are necessary and desirable features of contemporary professional service systems. Professional legislation shall:

- (i) recognize that several professions often have a legitimate role to play in a particular field of practice; and
- (ii) ensure that practitioners may provide services appropriate to their training and competence.

### **Exclusive Scope of Practice**

- An exclusive scope of practice shall be established only if the public interest is clearly served by doing so, and if the benefits in terms of public protection clearly outweigh the costs.

### **Right to Title**

- In fields where an exclusive scope of practice is not established, professional legislation shall ensure that the public can distinguish between practitioners who are governed by professional legislation and those who are not. Registered practitioners shall be granted the exclusive right to use a specific title.

### **Unregistered Practitioners**

- Practitioners who are not members of a regulated profession shall not be permitted to represent, expressly or by implication, that they are registered.

### **Information**

- Effective public information and education are vital elements of public protection and freedom of choice. Self-governing professions shall be responsible for ensuring that the public has access to information which enables citizens to make informed, sophisticated decisions regarding professional services.
- Each self-governing professional association shall submit an annual report to the Legislature. These annual reports shall follow guidelines established by the Minister Responsible for Professions and Occupations.

### **Complaints and Discipline**

- Professional legislation shall establish procedures which:
  - (i) enable any citizen to make a complaint about the conduct of a registered or licensed practitioner;
  - (ii) ensure a thorough and expeditious investigation of such complaints; and
  - (iii) allow for fines, suspensions and other sanctions to be imposed against incompetent or unethical practitioners.
- All disciplinary hearings shall be open to the public unless, due to the confidential nature of the matter, a public hearing would negatively affect third party interests in a substantial way or the complainant requests that the hearing be held *in camera*.

### **Economic Considerations**

- If a professional association performs both of the following functions:
  - (i) regulatory functions on behalf of the public; and
  - (ii) collective bargaining functions on behalf of its members;

the professional association shall ensure that the two functions are structurally and functionally independent of each other. The profession may choose to do so by separating the functions within a single organization or by establishing separate organizations for each function.
- Professional associations that perform regulatory functions should not become involved in negotiating fee-for-service schedules. If an association is involved in this type of negotiating, it must have a clear separation between fee negotiating and regulatory functions.

### **Role of the Government**

- The Minister Responsible for Professions and Occupations, the MLA who is the Chairman of the Council on Professions and Occupations and the administrative structure, the Professions and Occupations Bureau, shall be responsible for coordinating the development of professional legislation, administering the

*Principles and Policies Governing Professional Legislation in Alberta*, addressing policy issues respecting professional regulation, and, where appropriate, administering professional legislation.

- When a professional statute is administered by a government department, the Professions and Occupations Bureau, the Minister and the Chairman of the Council shall be involved in reviewing and approving all changes to the statute or any regulations enacted pursuant to it.
- The Lieutenant Governor in Council shall in consultation with the profession have the authority to approve, reject, amend and enact regulations.



## APPENDIX VIII

### TRADES DESIGNATED UNDER MANPOWER DEVELOPMENT ACT

Agricultural Mechanic	Craftsman
Appliance Serviceman	Projectionist
Auto Body Mechanic (P)(R)	Recreation Vehicle
Baker	Mechanic (P)
Barber (P)	Refrigeration and Air
Beautician (P)(R)	Conditioning Mechanic (P)(R)
Boilermaker (R)	Roofer (R)
Bricklayer (R)	Sawfiler
Cabinetmaker	Sheet Metal Worker (P)(R)
Carpenter (R)	Sprinkler Systems Installer (R)
Cement Finisher	Steamfitter-Pipefitter (P)(R)
Communication Electrician	Steel Fabricator
Cook (R)	Tilesetter
Crane and Hoisting Equipment Operator (P)	Tool and Die Maker
Electrical Rewind Mechanic	Transport Refrigeration
Electrician (P)(R)	Mechanic
Electronic Technician (P)(R)	Water Well Driller
Elevator Constructor (P)	Welder (P)(R)
Floorcovering Mechanic	
Gasfitter (P)	(P) Designated Proficiency
Glassworker (R)	Trade
Heavy Duty Mechanic (P)(R)	(R) Red Seal Trade
Instrument Mechanic (R)	
Insulator	
Ironworker	
Landscape Gardener	
Lather-Interior Systems Mechanic	
Machinist (R)	
Millwright (R)	
Motorcycle Mechanic (P)	
Motor Mechanic (P)(R)	
Painter and Decorator (R)	
Partsman	
Plasterer	
Plumber (P)(R)	
Power Lineman (R)	
Power System Electrician	
Printing and Graphic Arts	

## **APPENDIX IX**

### **THE CANADIAN CHARTER OF RIGHTS AND FREEDOMS CONSTITUTION ACT, 1982, PART I**

Whereas Canada is founded upon principles that recognize the supremacy of God and the rule of law:

#### **Guarantee of Rights and Freedoms**

1. The Canadian Charter of Rights and Freedoms guarantees the rights and freedoms set out in it subject only to such reasonable limits prescribed by law as can be demonstrably justified in a free and democratic society.

#### **Fundamental Freedoms**

2. Everyone has the following fundamental freedoms:
  - (1) freedom of conscience and religion;
  - (2) freedom of thought, belief, opinion and expression, including freedom of the press and other media of communication;
  - (3) freedom of peaceful assembly; and
  - (4) freedom of association.

#### **Democratic Rights**

3. Every citizen of Canada has the right to vote in an election of members of the House of Commons or of a legislative assembly and to be qualified for membership therein.
4.
  - (1) No House of Commons and no legislative assembly shall continue for longer than five years from the date fixed for the return of the writs at a general election of its members.
  - (2) In time of real or apprehended war, invasion or insurrection, a House of Commons may be continued by Parliament and a legislative assembly may be continued by the legislature beyond five years if such continuation is not opposed by the votes of more than one-third of the members of the House of Commons or the legislative assembly, as the case may be.
5. There shall be sitting of Parliament and of each legislature at least once every twelve months.

#### **Mobility Rights**

6.
  - (1) Every citizen of Canada has the right to enter, remain in and leave Canada.
  - (2) Every citizen of Canada and every person who has the status of a permanent resident of Canada has the right

## APPENDIX IX

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- (a) to move to and take up residence in any province; and
  - (b) to pursue the gaining of a livelihood in any province.
- (3) The rights specified in subsection (2) are subject to
  - (a) any laws or practices of general application in force in a province other than those that discriminate among persons primarily on the basis of province of present or previous residence; and
  - (b) any laws providing for reasonable residency requirements as a qualification for the receipt of publicly provided social services.
- (4) Subsections (2) and (3) do not preclude any law, program or activity that has as its object the amelioration in a province of conditions of individuals in that province who are socially or economically disadvantaged if the rate of employment in that province is below the rate of employment in Canada.

### Legal Rights

- 7. Everyone has the right to life, liberty and security of the person and the right not to be deprived thereof in accordance with the principles of fundamental justice.
- 8. Everyone has the right to be secure against unreasonable search or seizure.
- 9. Everyone has the right not to be arbitrarily detained or imprisoned.
- 10. Everyone has the right on arrest or detention
  - (a) to be informed promptly of the reasons therefor;
  - (b) to retain and instruct counsel without delay and to be informed of that right; and
  - (c) to have the validity of the detention determined by way of *habeas corpus* and to be released if the detention is not lawful.
- 11. Any person charged with an offence has the right
  - (a) to be informed without unreasonable delay of the specific offence;
  - (b) to be tried within a reasonable time;
  - (c) not to be compelled to be a witness in proceedings against that person in respect of the offence;
  - (d) to be presumed innocent until proven guilty according to law in a fair and public hearing by an independent and impartial tribunal;
  - (e) not to be denied reasonable bail without just cause;

- (f) except in case of an offence under military law tried before a military tribunal, to the benefit of trial by jury where the maximum punishment for the offence is imprisonment for five years or a more severe punishment;
  - (g) not to be found guilty on account of any act or omission unless, at the time of the act or omission, it constituted an offence under Canadian or international law or was criminal according to the general principles of law recognized by the community of nations;
  - (h) if finally acquitted of the offence, not to be tried for it again and, if finally found guilty and punished for the offence, not to be tried or punished for it again; and
  - (i) if found guilty of the offence and if the punishment for the offence has been varied between the time of commission and the time of sentencing, to the benefit of the lesser punishment.
12. Everyone has the right not to be subjected to any cruel and unusual treatment or punishment.
13. Any witness who testifies in an proceedings has the right not to have any incriminating evidence so given used to incriminate that witness in any other proceedings, except in a prosecution for perjury or for the giving of contradictory evidence.
14. A party or witness in any proceedings who does not understand or speak the language in which the proceedings are conducted or who is deaf has the right to the assistance of an interpreter.

### **Equality Rights**

15. (1) Every individual is equal before and under the law and has the right to the equal protection and equal benefit of the law without discrimination and, in particular, without discrimination based on race, national or ethnic origin, colour, religion, sex, age or mental or physical disability.
- (2) Subsection (1) does not preclude any law, program or activity that has as its object the amelioration of conditions of disadvantaged individuals or groups including those that are disadvantaged because of race, national or ethnic origin, colour, religion, sex, age or mental or physical disability.

### **Official Languages of Canada**

16. (1) English and French are the official languages of Canada and have equality of status and equal rights and privileges as to



- their use in all institutions of the Parliament and government of Canada.
- (2) English and French are the official languages of New Brunswick and have equality of status and equal rights and privileges as to their use in all institutions of the legislature and government of New Brunswick.
- (3) Nothing in this Charter limits the authority of Parliament or a legislature to advance the equality of status or use of English and French.
17. (1) Everyone has the right to use English or French in any debates and other proceedings of Parliament.
- (2) Everyone has the right to use English or French in any debates and other proceedings of the legislature of New Brunswick.
18. (1) The statutes, records and journals of Parliament shall be printed and published in English and French and both language versions are equally authoritative.
- (2) The statutes, records and journals of the legislature of New Brunswick shall be printed and published in English and French and both language versions are equally authoritative.
19. (1) Either English or French may be used by any person in, or in any pleading in or process issuing from, any court established by Parliament.
- (2) Either English or French may be used by any person in, or in any pleading in or process issuing from, any court established by the legislature of New Brunswick.
20. (1) Any member of the public in Canada has the right to communicate with, and to receive available services from, any head or central office of an institution of the Parliament or government of Canada in English or French, and has the same right with respect to any other office of any such institution where
- (a) there is a significant demand for communications with and services from that office in such language; or
- (b) due to the nature of the office, it is reasonable that communications with and services from that office be available in both English and French.
- (2) Any member of the public in New Brunswick has the right to communicate with, and to receive available services from, any office of an institution of the legislature or government of New Brunswick in English or French.



21. Nothing in sections 16 to 20 abrogates or derogates from any right, privilege or obligation with respect to the English and French languages, or either of them, that exists or is continued by virtue of any other provision of the Constitution of Canada.
22. Nothing in sections 16 to 20 abrogates or derogates from any legal or customary right or privilege acquired or enjoyed either before or after the coming into force of this Charter with respect to any language that is not English or French.

**Minority Language Educational Rights**

23. (1) Citizens of Canada
    - (a) whose language learned and still understood is that of the English or French linguistic minority population of the province in which they reside, or
    - (b) who have received their primary school instruction in Canada in English or French and reside in a province where the language in which they received that instruction is the language of the English or French linguistic minority population of the province,have the right to have their children receive primary and secondary school instruction in that language in that province.
  - (2) Citizens of Canada of whom any child has received or is receiving primary or secondary school instruction in English or French in Canada, have the right to have all their children receive primary and secondary school instruction in the same language.
  - (3) The right of citizens of Canada under subsections (1) and (2) to have their children receive primary and secondary school instruction in the language of the English or French linguistic minority population of a province
    - (a) applies wherever in the province the number of children of citizens who have such a right is sufficient to warrant the provision to them out of public funds of minority language instruction; and
    - (b) includes, where the number of those children so warrants, the right to have them receive that instruction in minority language educational facilities provided out of public funds.
24. (1) Anyone whose rights or freedoms, as guaranteed by this Charter, have been infringed or denied may apply to a court of competent jurisdiction to obtain such remedy as the court considers appropriate and just in the circumstances.

- (2) Where, in proceedings under subsection (1), a court concludes that evidence was obtained in a manner that infringed or denied any rights or freedoms guaranteed by this Charter, the evidence shall be excluded if it is established that, having regard to all the circumstances, the admission of it in the proceedings would bring the administration of justice into disrepute.

### General

- 25. The guarantee in this Charter of certain rights and freedoms shall not be construed so as to abrogate or derogate from any aboriginal, treaty or other rights or freedoms that pertain to the aboriginal peoples of Canada including
  - (1) any rights or freedoms that have been recognized by the Royal Proclamation of October 7, 1763; and
  - (2) any rights or freedoms that now exist by way of land claim agreements or may be so acquired.
- 26. The guarantee in this Charter of certain rights and freedoms shall not be construed as denying the existence of any other rights or freedoms that exist in Canada.
- 27. This Charter shall be interpreted in a manner consistent with the preservation and enhancement of the multicultural heritage of Canadians.
- 28. Notwithstanding anything in this Charter, the rights and freedoms referred to in it are guaranteed equally to male and female persons.
- 29. Nothing in this Charter abrogates or derogates from any rights or privileges guaranteed by or under the Constitution of Canada in respect of denominational, separate or dissentient schools.
- 30. A reference in this Charter to a province or to the legislative assembly or legislature of a province shall be deemed to include a reference to the Yukon Territory and the Northwest Territories, or to the appropriate legislative authority thereof, as the case may be.
- 31. Nothing in this Charter extends the legislative powers of any body or authority.
- 32. (1) This Charter applies
  - (a) to the Parliament and government of Canada in respect of all matters within the authority of Parliament

- including all matters relating to the Yukon Territory and Northwest Territories; and
- (b) to the legislature and government of each province in respect of all matters within the authority of the legislature of each province.
- (2) Notwithstanding subsection (1), section 15 shall not have effect until three years after this section comes into force.
- 33. (1) Parliament or the legislature of a province may expressly declare in an Act of Parliament or of the legislature, as the case may be, that the Act or a provision thereof shall operate notwithstanding a provision included in section 2 or sections 7 to 15 of this Charter.
- (2) An Act or a provision of an Act in respect of which a declaration made under this section as in effect shall have such operation as it would have but for the provision of this charter referred to in the declaration.
- (3) A declaration made under subsection (1) shall cease to have effect five years after it comes into force or on such earlier date as may be specified in the declaration.
- (4) Parliament or the legislature of a province may re-enact a declaration made under subsection (1).
- (5) Subsection (3) applies in respect of a re-enactment made under subsection (4).

**Citation**

- 34. This Part may be cited as the Canadian Charter of Rights and Freedoms.



# APPENDIX X

## INVENTORY AND REQUIREMENTS OF THE PROFESSIONS

### AGROLOGY

<b>Regulatory Body</b>	Alberta Institute of Agrologists
<b>Legislation</b>	<i>Agrologists Act</i> RSA 1980, Chapter A-13
<b>Statutory Restrictions</b>	Only registered practitioners may use the title "Agrologist".
<b>Assessment Procedure Education</b>	University of Alberta Baccalaureate Degree in Agriculture or a Degree in Agriculture from a recognized educational institution which is substantially equivalent to the University of Alberta program.
<b>Application for Registration</b>	<p>Applicants from the University of Alberta may apply directly to the Alberta Institute of Agrologists (AIA) for registration purposes all others must apply to the Universities Coordinating Council (UCC) Professional Examination Board in Agrology for academic assessment.</p> <p>Applicants are required to submit confirmation of a degree from each postsecondary institution attended. Applicants may also be required to submit transcripts, course outlines, or course descriptions.</p>
<b>Examinations</b>	Applicants may be required to complete upgrading courses or examinations as determined by the UCC Professional Examinations Board.
<b>Language Testing</b>	Applicants whose first language is not English maybe required to complete the TOEFL and attain a score of 600.
<b>Appeals</b>	Appeals regarding academic assessments or examinations may be made to the Professional Examinations Board in Agrology, c/o the Universities Coordinating Council, Professional Examinations Office.



## APPENDIX X

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### Contacts

Alberta Institute of Agrologists (AIA)  
8506 - 104 Street  
Edmonton, Alberta  
T6E 4G4  
(403) 432-0663

Universities Coordinating Council (UCC)  
Professional Examinations Office  
Suite 740, 8303 - 112 Street  
Edmonton, Alberta  
T6G 1K4  
(403) 492-6862

## INVENTORY AND REQUIREMENTS OF THE PROFESSIONS

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### ARCHITECTS

<b>Regulatory Body</b>	The Alberta Association of Architects
<b>Legislation</b>	<i>Architects Act</i> RSA 1980, Chapter A-44.1
<b>Statutory Restrictions</b>	Only registered licensed practitioners may practice architecture and use the title "Architect".
<b>Assessment Procedure</b>	
<b>Education</b>	Degree in Architecture or equivalent.
<b>Application for Registration</b>	<p>All applicants must apply to the Canadian Architectural Certification Board (CACB) and then to the Universities Coordinating Council (UCC).</p> <p>All applicants must have a degree from a recognized postsecondary institution. Assessment is based on the general academic program content necessary to provide the knowledge and skills essential to the practice of Architecture. Applicants must provide a curriculum or description of each course taken and passed, an official transcript of record or certified copy (notarized by a Notary Public) and certified copies of diplomas or degrees are to be submitted with the application. Applicants who have not completed a recognized program may complete the Royal Architectural Institute of Canada (RAIC) Syllabus. The Syllabus forms a basis for individual private studies and examinations through which a candidate may qualify for certification. The program consists of 10 sections and is designed to be completed while working in an Architect's office. Syllabus courses may also be used to make up deficiencies in programs.</p> <p>All applicants must also be certified by the UCC, which, in addition to approving degree, will also consider other combinations of education and experience. Individuals applying without degrees or the Syllabus program will be required to pass</p>

examinations designed to test knowledge acquired outside of recognized programs of study. Once an applicant has been certified by the UCC, they must contact The Alberta Association of Architects to begin three years of supervised practical experience. After 18 months of experience, applicants are eligible to write the registration examinations.

### **Practical Experience**

Minimum requirement of three years of practical training in specified areas. Two years must be completed under a qualified architect in Canada; 18 months of the two years must be under a qualified architect in private practice; 12 months of the three years must be in Alberta. Practical experience is assessed by the professional association based on Regulations established in consultation with Government.

### **Examinations**

All applicants must take the National Council of Architectural Registration Board Examinations (NCARB) which consists of nine exams designed to test the content of practical training. NCARB examinations are designed to concentrate on those services that most affect the public health, safety and welfare.

### **Language Testing**

None

### **Retraining**

Applicants with university degrees which do not meet the program requirements of the CACB may make up course deficiencies through the University courses or the RAIC Syllabus program.

The UCC will consider university degrees and other combinations of education and experience. Educational equivalents acquired outside a recognized postsecondary institution will be tested.

### **Appeals**

Appeals of the decision of the Assessment Committee of the CACB may be written to the Board within sixty days of receiving notice. Reasons and supporting documentations must accompany the request. Generally notices identify deficiencies that must be corrected in order to receive certification.

## INVENTORY AND REQUIREMENTS OF THE PROFESSIONS

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Appeals of the educational assessment of the UCC may be made to the Professional Examinations Board in Architecture. Since every failed NCARB examination is marked an additional two times by two different markers, there are no appeals of these examinations.

### **Contacts**

Alberta Association of Architects  
Duggan House  
10515 Saskatchewan Drive  
Edmonton, Alberta  
T6E 4S1  
(403) 432-0224

Universities Coordinating Council  
Professional Examinations Office  
University of Calgary  
2500 University Drive NW  
Calgary, Alberta  
T2N 1N4  
(403) 220-7066

Canadian Architectural Certification Board  
50 Park Street  
Toronto, Ontario  
M4W 2N5  
(416) 968-2453

## BIOLOGISTS

<b>Regulatory Body</b>	Alberta Society of Professional Biologists
<b>Legislation</b>	<i>Professional and Occupational Associations Registration Act</i> RSA 1985, Chapter P-18.5
<b>Statutory Restrictions</b>	Only a registered practitioners may use the title "Professional Biologist".
<b>Assessment Procedure</b>	
<b>Education</b>	A degree from an Alberta university in biological sciences or equivalent and two years experience in the practice of professional biology; or an advanced university degree in biological sciences and one year of experience in the practice of biology.
<b>Application for Registration</b>	All applicants must apply to the Universities Coordinating Council (UCC) for evaluation of academic qualifications. Applicants must possess an undergraduate or graduate degree in biological sciences which is substantially equivalent to one awarded by an Alberta university.
<b>Practical Experience</b>	Practical experience requirements are assessed in conjunction with academic requirements.
<b>Examinations</b>	The UCC may assess examinations in biology if the Professional Examination Board in Biology deems the applicants education lacking in certain areas.
<b>Language Testing</b>	None
<b>Appeals</b>	Appeals regarding academic assessments or examinations may be made to the Professional Examinations Board c/o the Universities Coordinating Council.



## INVENTORY AND REQUIREMENTS OF THE PROFESSIONS

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### **Contacts**

Alberta Society of Professional Biologists  
370 Terrace Plaza  
4445 Calgary Trail South  
Edmonton, Alberta  
T6H 5R7  
(403) 434-5765

Universities Coordinating Council  
Professional Examinations Office  
The University of Calgary  
2500 University Dr. NW  
Calgary, Alberta  
T2N 1N4  
(403) 220-7066

**CERTIFIED GENERAL ACCOUNTANTS**

<b>Regulatory Body</b>	The Certified General Accountants' Association of Alberta
<b>Legislation</b>	<i>Certified General Accountants Act</i> , SA 1987, Chapter C-3.6
<b>Statutory Restrictions</b>	Only registered practitioners may use the title "Certified General Accountant". Legislation has established an "exclusive accounting practice" relating to audits and reviews. Only registered CA's, CMA's and CGA's may perform these functions.
<b>Assessment Procedure</b>	
<b>Education</b>	Grade 12 or equivalent. Applicants may be required to complete upgrading courses. The Certified General Accounting program is divided into 20 courses. All applicants are required to complete the entire program unless the registration committee has permitted an applicant to challenge an examination.
<b>Applications for Registration</b>	Applicants may apply directly to the Certified General Accountants Association of Alberta.
<b>Practical Experience</b>	All students must be employed full-time in an accounting or financial position while taking required courses.
<b>Examinations</b>	Applicants are required to complete examination in the twenty required courses. A final uniform examination is not required. Applicants may be permitted to challenge an examination or apply for exemption based on previous academic studies. Contact the professional association for more information.
<b>Language Testing</b>	None
<b>Appeals</b>	Appeals regarding academic assessments may be made to the registration committee of the Association.

## INVENTORY AND REQUIREMENTS OF THE PROFESSIONS

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### **Contacts**

Certified General Accountants' Association of  
Alberta  
#1410 555 - 4th Ave. SW  
Calgary, Alberta  
T2P 3E7  
(403) 299-1300

**CERTIFIED MANAGEMENT ACCOUNTANTS**

<b>Regulatory Body</b>	The Society of Management Accountants of Alberta
<b>Legislation</b>	<i>Certified Management Accountants Act</i> , SA 1987, Chapter C-3.8
<b>Statutory Restrictions</b>	Only registered practitioners may use the title "Certified Management Accountant". Legislation has established an "exclusive accounting practice" relating to audits and reviews. Only registered CA's, CMA's and CGA's may perform these functions.
<b>Assessment Procedure</b>	
<b>Education</b>	A university degree from a recognized Alberta program is required or equivalent. (All applicants must have completed the pre-professional syllabus.)
<b>Applications for Registration</b>	Applicants may apply directly to the Society of Management Accountants of Alberta. Applicants must submit an application and University transcripts to the Society. Applications are assessed to determine if the applicant has completed a pre-professional syllabus program which is a prescribed set of university business and accounting courses (or equivalent).
<b>Practical Experience</b>	All students must be employed full-time in an accounting or financial position while completing the two year program.
<b>Examinations</b>	All applicants must complete an entrance examination prior to admission in to the two year program. Upon successful completion of the examination applicants are required to complete advanced studies and examinations in various accounting and management courses. A final uniform examination is conducted upon successful completion of all courses. Contact the professional association for more information on examinations.
<b>Language Testing</b>	None

## INVENTORY AND REQUIREMENTS OF THE PROFESSIONS

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**Appeals** Appeals regarding academic assessments may be made to the registration committee of the Association.

**Contacts** Society of Management Accountants of Alberta  
#1800 Paliser Square  
Calgary, Alberta  
T2G 0P6  
(403) 269-5341



**CERTIFIED MANAGEMENT CONSULTANTS**

<b>Regulatory Body</b>	Institute of Certified Management Consultants of Alberta
<b>Legislation</b>	<i>Professional and Occupational Associations Registration Act</i> RSA 1985, Chapter P-18.5
<b>Statutory Restrictions</b>	Only registered practitioners may use the title "Certified Management Consultant".
<b>Assessment Procedure</b>	
<b>Education</b>	Applicants must possess a degree in Management Consulting or equivalent.
<b>Application for Registration</b>	Applicants must complete a Universities Coordinating Council (UCC) application form, have official transcripts sent directly to the UCC from each postsecondary institution attended, and secure signatures from two Certified Management Consultants to verify that the applicant has been primarily engaged in the practice of management consulting for a least six months prior to application.
<b>Practical Experience</b>	<p>Applicants with a degree or professional designation as approved by the professional Examination Board in Certified Management Consulting, must serve a three year Prospective Membership period monitored by the Institute of Management Consultants of Alberta while continuing to be primarily engaged in the practice of management consulting.</p> <p>Applicants without a degree or professional designation must serve a five year Prospective Membership period monitored by the Institute of Management Consultants of Alberta while continuing to be primarily engaged in the practice of management consulting.</p>
<b>Examinations</b>	All candidates must write and pass eight accreditation examinations administered by the Institute of Certified Management Consultant of Alberta.

## INVENTORY AND REQUIREMENTS OF THE PROFESSIONS

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<b>Language Testing</b>	None
<b>Appeals</b>	Appeals regarding academic assessments or examinations made by the UCC may be made to the Professional Examinations Board in Certified Management Consulting c/o the Universities Coordinating Council, Professional Examinations Office.
<b>Contacts</b>	<p>Institute of Certified Management Consultants of Alberta Suite 901, Toronto Dominion Tower Edmonton Centre Edmonton, Alberta T5J 2Z1 (403) 424-2055</p> <p>Universities Coordinating Council Professional Examinations Office University of Calgary 2500 University Drive NW Calgary, Alberta T2N 1N4 (403) 220-7066</p>

## CHARTERED ACCOUNTANTS

<b>Regulatory Body</b>	Institute of Chartered Accountants of Alberta
<b>Legislation</b>	<i>Chartered Accountants Act</i> SA 1987, Chapter C-3.7
<b>Statutory Restrictions</b>	Only registered practitioners may use the title "Chartered Accountant", "Fellow of the Chartered Accountants", "Associate of the Chartered Accountants" or use the initials "C.A.", "F.C.A." or "A.C.A.". Legislation has established an "exclusive accounting practice" relating to audits and reviews. Only registered CA's, CMA's and CGA's may perform these functions. Practice review standards are overseen by the Joint Standards Directorate.
<b>Assessment Procedure</b>	
<b>Education</b>	A university degree from a recognized Alberta program is required or equivalent. Mature students, Certified Management Accountants and Certified General Accountants may be exempt from the degree requirement depending on work experience and Graduate Management Admission Test (GMAT) of score 550 or better.
<b>Application for Registration</b>	Applicants must submit an application and University transcripts to the Institute. Applications are assessed to determine if the applicant has completed a prescribed set of university business and accounting courses (or equivalent).
<b>Practical Experience</b>	The applicant must register with Institute and be hired by Institute approved CA training firm for a "Term of Service" or "Articling" for a minimum of 30 months of practical experience.
<b>Examinations</b>	The Qualification Course is offered annually in July and August and must be taken prior to the Qualification Exam. The Qualification Exam is three days in length. Students have three attempts to pass the Exam.

## INVENTORY AND REQUIREMENTS OF THE PROFESSIONS

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Once a student passes the Qualification Exam they must enrol in the Integration and Analysis Course to prepare for the Uniform Final Exam (UFE). The course is presented in July and August each year. The UFE is presented annually in September. This exam assesses a candidate's suitability for membership in the profession. This is a national exam, and therefore recognized Canada wide. Three attempts are permitted

**Language Testing**

None

**Appeal**

Appeals regarding academic assessments may be made to the registration committee of the Institute. Appeals regarding examinations may be made to the Examinations Committee of the Institute within 30 days of notification of results.

**Contact**

The Institute of Chartered Accountants of Alberta  
901 Toronto Dominion Tower  
Edmonton Centre  
Edmonton, Alberta  
T5J 2Z1  
(403) 424-7391

## CHIROPRACTORS

<b>Regulatory Body</b>	College of Chiropractors of Alberta
<b>Legislation</b>	<i>Chiropractic Profession Act</i> RSA 1984, Chapter C-9.1
<b>Statutory Restrictions</b>	Only registered practitioners may practice chiropractic or use the title "Chiropractor".
<b>Assessment Procedure</b>	
<b>Education</b>	All candidates must be graduates of a Chiropractic College recognized by the Council on Chiropractic Education (Canada).  All applicants must apply to the UCC for a Certificate of academic Qualification for membership with the College of Chiropractors of Alberta.
<b>Examinations</b>	All applicants are required to take the Canadian - Chiropractic Examining Board Examination, and clinical and practical examinations conducted by the College of Chiropractors of Alberta.
<b>Language Testing</b>	None
<b>Appeals</b>	Appeals regarding academic assessments may be made to the Professional Examinations Board for Chiropractors, c/o Universities Coordinating Council, Professional Examinations Office.  In addition applicants may appeal examination results to the Appeal Board of the College of Chiropractors of Alberta. The appeal must be submitted within 30 days of the results of the re-evaluation.



## INVENTORY AND REQUIREMENTS OF THE PROFESSIONS

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### **Contacts**

College of Chiropractors of Alberta  
516 Oxford Tower  
10235 - 101 Street  
Edmonton, Alberta  
T5J 3G1  
(403) 420-0932

Universities Coordinating Council  
Professional Examinations Office  
The University of Calgary  
2500 University Drive NW  
Calgary, Alberta  
T2N 1N4  
(403) 220-7066

**COMBINED LABORATORY AND  
X-RAY TECHNICIANS**

<b>Regulatory Body</b>	Health Disciplines Board
<b>Legislation</b>	Health Disciplines Act R.S.A. 1980, ch. H-3.5.
<b>Statutory Restrictions</b>	Only registered practitioners may use the title "Combined Laboratory and X-Ray Technician".
<b>Assessment Procedure</b>	
<b>Education</b>	Applicants must have successfully completed a two year certificate in Combined Laboratory and X-Ray Technology or equivalent.
<b>Examinations</b>	All applicants must successfully complete the Provincial Registration Examination. The examination is held twice a year in the months of January and June.
<b>Professional Experience and Training</b>	All applicants must complete an approved two year training program or 700 hours employment as combined laboratory and x-ray technician, or complete a refresher course if he/she has been out of practice for two to three years. If a practitioner is restricted to one area of practice, they cannot practice in the other area until a refresher course is completed.
<b>Appeals</b>	All applicants are notified in writing of any registration decision. If the committee has turned down an application reasons for this decision will be detailed in a letter to the applicant. In addition all applicants are informed of their right to appeal any decision to the Health Disciplines Board.

## INVENTORY AND REQUIREMENTS OF THE PROFESSIONS

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### **Contacts**

Combined Laboratory and X-Ray Technicians  
Alberta Professions and Occupations Bureau  
5th Floor, Kensington Place  
10011 - 109 Street  
Edmonton, Alberta  
T5J 3S8  
(403) 427-2655

Health Disciplines Board  
Alberta Professions and Occupations Bureau  
5th Floor, Kensington Place  
10011 - 109 Street  
Edmonton, Alberta  
T5J 3S8  
(403) 427-2655

## COMMUNITY PLANNERS

<b>Regulatory Body</b>	Alberta Association, Canadian Institute of Planners
<b>Legislation</b>	<i>Professional and Occupational Associations Registration Act</i> RSA 1985, Chapter P-18.5
<b>Statutory Restrictions</b>	Only a registered practitioners may use the title "Alberta Community Planner".
<b>Assessment Procedure</b>	
<b>Education</b>	Applicants with a degree deemed by the Universities Coordinating Council to be "related" to planning must complete at least four years of responsible professional planning experience.  Applicants with a degree deemed by the UCC to be "unrelated" to planning must complete at least six years of responsible professional planning experience.
<b>Application for Registration</b>	Applicants must apply to the UCC and are required to submit a transcript from each postsecondary institution attended. Applicants may be required to submit course outlines or course descriptions.
<b>Examinations</b>	The UCC may require an applicant to complete special examinations in planning, if their degree is deemed "related" or "unrelated" by the Professional Examination Board in Community Planning.
<b>Language Testing</b>	None
<b>Appeals</b>	Appeals regarding academic assessments or examinations may be made to the Professional Examinations Board c/o the Universities Coordinating Council.

## INVENTORY AND REQUIREMENTS OF THE PROFESSIONS

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### **Contacts**

Alberta Association, Canadian Institute of Planners  
P.O. Box 596  
Edmonton, Alberta  
T5J 2K8

Universities Coordinating Council  
Professional Examinations Office  
The University of Calgary  
2500 University Dr. NW  
Calgary, Alberta  
T2N 1N4  
(403) 220-7066



## DENTAL ASSISTANTS

<b>Regulatory Body</b>	Alberta Dental Assistants Association
<b>Legislation</b>	<i>Dental Disciplines Act</i> SA 1990, ch D-8.5
<b>Statutory Restrictions</b>	Only registered practitioners may use the title "Registered Dental Assistant" or the initials "R.D.A."
<b>Assessment Procedure</b>	
<b>Education</b>	<p>Grade 12 or equivalent. A certificate from a dental assisting program which is accredited by the Canadian Dental Association or a recognized program which is 14 weeks in length or longer with an in-school practical component; or</p> <p>On-the-job trained: Applicants who are trained outside Canada will have their certificates evaluated by the Canadian Dental Assistants Association. They will have to take theory and practical Examinations.</p> <p>Applicants who have no formal training can start on the job training in a dentist office. They would not be allowed to practice intra-oral procedures or use the title "R.D.A." After one year they can apply to the Alberta Dental Assistants Association to take the Theory and Practical Examinations or apply to the Canadian Dental Assistants Association for the Level 1 or R.D.A. I Examination. To obtain Level 2 and use the title R.D.A. II, the applicant will be required to take courses at Northern Alberta Institute of Technology or the Southern Alberta Institute of Technology.</p>
<b>Examinations</b>	Applicant may complete Certification through examination, the examinations are theory and practical.

## INVENTORY AND REQUIREMENTS OF THE PROFESSIONS

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Foreign applicants who have graduated from a formal dental assistant program (14 weeks or longer) will be eligible to write the National Board Examination (within 4 months of graduation) for Level 1 (extra-oral certification). Candidates who show proof of continuous employment in a dental office as a dental assistant/receptionist for three years may apply to write the Level 1 National Board Examination.

Candidates who apply for Level II or Intra-oral certification must complete an approved program and successfully complete the provincial practical and theory examination.

### **Language Testing**

None

### **Appeals**

Appeals regarding academic assessments or examinations may be made to the Professional Examinations Boards in Dental Assisting, c/o the Universities Coordinating Council, Professional Examinations Office.

### **Contact**

Alberta Dental Assistants Association  
204, 10335 - 178 Street  
Edmonton, Alberta  
T5T 1R5  
(403) 486-2526

Canadian Dental Assistants Association  
204, 542 - 7 Street S.  
Lethbridge, Alberta  
T1J 2H1  
(403) 328-1948

Universities Coordinating Council  
Professional Examinations Office  
Suite 740, 8303 - 112 Street  
Edmonton, Alberta  
T6G 1K4  
(403) 492-6850

**DENTAL HYGIENE**

<b>Regulatory Body</b>	Alberta Dental Hygienists Association
<b>Legislation</b>	<i>Dental Disciplines Act</i> SA 1990, ch D-8.5
<b>Statutory Restrictions</b>	Only a person registered with the Alberta Dental Hygienists Association (ADHA) may use the title "Dental Hygienist" or "Registered Dental Hygienist" or any other title or abbreviation or initials of those words alone or in combination with any other word.
<b>Assessment Procedure</b>	
<b>Education</b>	<p>Applicants must be a graduate, within the past five years, of a dental hygiene educational program approved by the Canadian Dental Association (CDA) or the American Dental Association (ADA); or</p> <p>A graduate of an approved program, but not within five years of the date of receipt of the academic certification application by the Universities Coordinating Council (UCC) or applicants who have graduated from unapproved programs may be required to complete additional examination or upgrading requirements. Applicants should contact the UCC or the Dental Hygienists Association for more information.</p>
<b>Application for Registration</b>	Graduates with a Dental Hygiene diploma from the University of Alberta may apply directly to the ADHA for registration; all others must apply must apply to the UCC (UCC), Professional Examinations Office for approval towards registration with the ADHA. Applicants are required to submit to the UCC an official transcript to their Dental Hygiene program showing courses taken and marks obtained; diploma(s)/degree(s) conferred and a listing of dental hygiene work.

## INVENTORY AND REQUIREMENTS OF THE PROFESSIONS

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<b>Practical Experience</b>	Applicants are required to provide evidence of having been in active practice throughout the major part of the last five years if they graduated from their dental hygiene educational program more than five years ago.
<b>Examinations</b>	A written and clinical examination may be assessed to those graduates of a program not approved by the American or Canadian Dental Association of if they have not been in active practice throughout the major part of the five year period.
<b>Language Testing</b>	None
<b>Appeals</b>	Appeals regarding academic assessments or examinations may be made to the Professional Examinations Boards in Dental Hygiene, c/o the Universities Coordinating Council, Professional Examinations Office.
<b>Contacts</b>	<p>Alberta Dental Hygiene Association (ADHA) 9720 - 45 Avenue Edmonton, Alberta T6E 5C5 (403) 436-8281</p> <p>Universities Coordinating Council (UCC) Professional Examinations Office Suite 740, 8303 - 112 Street Edmonton, Alberta T6G 1K4 (403) 492-6850</p>

**DENTAL TECHNICIANS**

<b>Regulatory Body</b>	Alberta Association of Dental Technicians
<b>Legislation</b>	<i>Dental Disciplines Act</i> RSA 1990, Chapter D-8.5
<b>Statutory Restrictions</b>	Only registered practitioners may use the title "Registered Dental Technician" or the initials "R.D.T."
<b>Assessment Procedure</b>	
<b>Education</b>	<p>Completion of a two year diploma in Dental Technology from the Northern Alberta Institute of Technology (NAIT) or equivalent. Applicants must apply to the Alberta Association of Dental Technicians.</p> <p>Applicants educated outside of Alberta must complete an application form and submit it to the Universities Coordinating Council (UCC) for evaluation of their educational qualifications. The applicant will have to request transcripts from their postsecondary institution to be sent directly to the UCC. If the applicants academic qualifications are approved, they can then apply to the Alberta Association of Dental Technicians for "Student" membership. If the applicant is accepted, the Association will, in writing, advise the UCC that the applicant is on the "Student Registry". The UCC will then contact the applicant to provide appropriate application forms and information of the Experience Record Book and the Competency or Theory Examination.</p>
<b>Practical Experience</b>	The applicant must complete an experience record/ log book (practical). This is one year of experience in the industry under approved supervision. The UCC conducts the evaluation of the log book.



## INVENTORY AND REQUIREMENTS OF THE PROFESSIONS

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<b>Examination</b>	The UCC requires applicants, other than NAIT graduates, to successfully complete a theory (academic) examination. Upon completion of the Experience Record Book, all applicants must successfully complete a competency examination (practical).
<b>Language Testing</b>	None
<b>Retraining</b>	Applicants who do not meet the academic standards set by the UCC may be required to take academic upgrading.
<b>Appeals</b>	<p>If an applicant is dissatisfied with the preliminary appraisal made by the Executive Committee they may appeal, in writing, within 30 days.</p> <p>Appeals regarding academic assessments or examinations may be made to the Professional Examinations Board in Dental Technology, c/o the Universities Coordinating Council, Professional Examinations Office.</p>
<b>Contacts</b>	<p>Alberta Association of Dental Technicians 300, 5241 Calgary Trail South Edmonton, Alberta T6H 5G8 (403) 434-8620</p> <p>Universities Coordinating Council Professional Examinations Office University of Calgary 760 Earth Sciences Building Calgary, Alberta T2N 1N4 (403) 220-7066</p>

## DENTISTS

<b>Regulatory Body</b>	Alberta Dental Association
<b>Legislation</b>	<i>Dental Profession Act</i> RSA 1983 Chapter D-9.5
<b>Statutory Restrictions</b>	No person except a licensed member, a registered practitioner or a professional corporation shall use the name "Dentist" or "Dental Surgeon" or any title, description, abbreviation, letter or symbol representing those names alone or in combination with any other name, title, description, abbreviation, letter or symbol that represents expressly or by implication that they are entitled to practise dentistry.
<b>Assessment Procedure</b>	
<b>Education</b>	Applicants must hold a degree in Doctor of Dental Surgery from an approved faculty of dentistry.
<b>Application for Registration</b>	<p>Graduates of approved Canadian Dental Programs are eligible for automatic registration with the National Dental Examining Board upon completion of their program. All other applicants must apply to the National Dental Examining Board for evaluation of credentials and the completion of examinations. Once an applicant has received certification from the National Dental Examining Board they are eligible for registration with the Alberta Dental Association.</p> <p>Applicants applying under the specialty register must apply directly to the University Coordinating Council (UCC) for evaluations of their credentials. Applicant may not be required to complete the National Dental Examining Board requirements. (Specialty register is reserved for those individuals who have obtained a teaching position at the University of Alberta, and are not entitled to practice as an independent practitioner.)</p>

## INVENTORY AND REQUIREMENTS OF THE PROFESSIONS

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<b>Examinations</b>	All foreign applicants are required to complete written and clinical examinations. Applicants applying from the U.S. must complete one written and two clinical examinations. Applicants from other countries must complete one written and three clinical examinations. In addition applicants requesting designation as a specialist must complete additional examinations as determined by the National Dental Examining Board.
<b>Language Testing</b>	None
<b>Appeals</b>	<p>Candidates may appeal a decision of the National Dental Examining Board, contact the NDEB for more information.</p> <p>Applicants may also appeal decisions of the Alberta Dental Association to the Professional Examining Board in Dentistry of the Universities Coordinating Council.</p>
<b>Contacts</b>	<p>Alberta Dental Association Suite 101, 8230 - 105 Street Edmonton, Alberta T6E 5H9 (403) 432-1012</p> <p>Universities Coordinating Council Professional Examinations Office c/o University of Alberta Edmonton, Alberta T6G 2E1 (403) 492-6850</p> <p>National Examining Board of Canada Suite 203, 100 Bronson Avenue Ottawa, Ontario K1R 6G8</p>

### DENTURISTS/DENTAL MECHANICS

<b>Regulatory Body</b>	Board of Examiners for Certified Dental Mechanics
<b>Legislation</b>	<i>Dental Mechanics Act</i> RSA 1980, Chapter D-9
<b>Statutory Restrictions</b>	Only certified practitioners may practice as a denturist or use the title "Certified Dental Mechanic", "Dental Mechanic" or "Denturist".
<b>Assessment Procedure</b>	
<b>Education</b>	Grade 12 or equivalent and successful completion of a two year technical training course in Denturism at an approved technical institution or equivalent.
<b>Application for Registration</b>	All applicants must apply to the Board of Examiners for Certified Dental Mechanics. Upon approval of a candidates application the applicant registers for a two year studentship with the Board of Examiners.
<b>Practical Experience</b>	Following two years technical training, a candidate is required to take the Studentship Program. The program consists of two years of employment as agreed to by the Registered Denturist under the direction of a Registered Denturist as approved by the Board. The Studentship commences on the date an Agreement of Employment is received by the Board, subject to the Board's approval.
<b>Examinations</b>	All candidates are required to complete a theory and clinical examination testing clinical skills.
<b>Language Testing</b>	None
<b>Appeals</b>	The applicant would be required to contact the Board of Examiners for Certified Dental Mechanics for information on reviews of Board Decisions.
<b>Contacts</b>	Alberta Denturist Society 201, 2 Athabasca Avenue Sherwood Park, Alberta T8A 4E3 (403) 464-0300

## INVENTORY AND REQUIREMENTS OF THE PROFESSIONS

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Board of Examiners for Certified Dental Mechanics  
Professions & Occupations Bureau  
5th Floor, Kensington Place  
10011 - 109 Street  
Edmonton, Alberta  
T5J 3S8  
(403) 427-2655



**DIETITIANS**

<b>Regulatory Body</b>	The Alberta Registered Dietitians Association
<b>Legislation</b>	<i>Registered Dietitians Act</i> SA 1983, Chapter R-10.1
<b>Statutory Restrictions</b>	Only registered practitioners may use the title "Registered Dietitian" or use the initials "R.D.".
<b>Assessment Procedure</b>	
<b>Education</b>	<p>University of Alberta baccalaureate degree in Home Economics with a major in Foods and Nutrition from the University of Alberta, including courses in human nutrition, advanced foods and dietetics, or academic qualifications at least substantially equivalent, at the time of graduation, to those required at the time for obtaining a baccalaureate degree in Home Economics with a major in Foods and Nutrition from the University of Alberta.</p> <p>Applicants are required to submit, to the Universities Coordinating Council (UCC), a transcript from each postsecondary institution attended. They may also be required to submit course outlines or course descriptions.</p>
<b>Practical Experience</b>	Applicants must complete a dietetic internship approved jointly by the Canadian Dietetic Association and the Registration Committee of the Alberta Registered Dietitians Association (ARDA) and must successfully complete a two year preplanned program approved by the Canadian Dietetic Association and the Registration Committee of ARDA or the applicant must hold a masters, or doctoral degree in the study of foods, nutrition, food service administration or an allied discipline approved by a majority of registered dietitians.
<b>Examinations</b>	Examinations or courses may be assessed as deemed necessary by the UCC Professional Examinations Board in Dietetics, if the applicant does not meet the previously specified criteria.
<b>Language Testing</b>	None

## INVENTORY AND REQUIREMENTS OF THE PROFESSIONS

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### **Contacts**

Alberta Registered Dietitians Association  
#370, 4445 Calgary Train South  
Edmonton, Alberta  
T6H 5R7  
(403) 988-9898

Universities Coordinating Council  
Professional Examinations Office  
Suite 740, 8303 -112 Street  
Edmonton, Alberta  
T6G 1K4  
(403) 492-6850

The Canadian Dietetic Association  
480 University Avenue  
Suite 604  
Toronto, Ontario  
M5G 1V2  
(416) 596-0857

**EMERGENCY MEDICAL TECHNICIANS  
AMBULANCE AND PARAMEDICS**

<b>Regulatory Body</b>	Health Disciplines Board
<b>Legislation</b>	<i>Health Disciplines Act</i> RSA 1980, Chapter H-3.5 Emergency Medical Technicians Regulation 48/90
<b>Statutory Restrictions</b>	Only registered practitioners may use the titles "Emergency Medical Technician-Ambulance", "E.M.T.-A.", or "Emergency Medical Technician-Paramedic", "E.M.T.-P."
<b>Assessment Procedure</b>	
<b>Education</b>	<p>Applicants for E.M.T.-A. or E.M.T.-P. registration must have completed a program approved by the Health Disciplines Board, or a substantially equivalent program, within one year prior to the date of application; <b>or</b> have been employed as a E.M.T.-A. or E.M.T.-P. within the two years immediately preceding the date of application; <b>or</b> within one year immediately preceding the date of the application, have completed a refresher program approved by the Health Disciplines Board.</p> <p>Both the Southern Alberta Institute of Technology (SAIT) and the Northern Institute of Technology (NAIT) offer a two-year E.M.T.-P. program. SAIT offers a program for E.M.T.A.s as does AVC, Lac La Biche.</p> <p>Previous experience is considered if documented. Those applicants not from approved programs are reviewed by the professional association's registration committee and advised on what action is necessary to obtain registration. Refresher E.M.T.-A program is offered at SAIT. A refresher E.M.T.-P programs is offered at NAIT.</p>
<b>Application for Registration</b>	An applicant must complete and submit the initial registration application form, two character reference

## INVENTORY AND REQUIREMENTS OF THE PROFESSIONS

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forms and proof of educational training to the professional association.

### **Examinations**

All applicants must successfully pass the Alberta registration examination, approved by the Health Disciplines Board, consisting of both theory and practical portions.

Candidates who have completed all other registration requirements may be granted a temporary license while waiting to write the registration examination. Temporary registrants must be supervised while working. Temporary registration is only good until 30 days following the first available sitting of the registration examination.

### **Appeals**

All applicants are notified in writing of any registration decision. If an applicant's registration is denied, the applicant is notified in writing of reasons for this decision. Applicants are encouraged to bring additional information to the attention of the professional association's registration committee. All applicants have the right to appeal registration decisions to the Health Disciplines Board.

### **Contacts**

Alberta Prehospital Professions Association  
8711 - 50 Avenue  
Edmonton, Alberta  
T6E 5H4  
(403) 466-2772

Health Disciplines Board  
Alberta Professions and Occupations Bureau  
5th Floor, Kensington Place  
10011 - 109 Street  
Edmonton, Alberta  
T5J 3S8  
(403) 427-2655

## ENGINEERS, GEOLOGISTS AND GEOPHYSICISTS

<b>Regulatory Body</b>	The Association of Professional Engineers, Geologists and Geophysicists of Alberta
<b>Legislation</b>	<i>Engineering, Geological and Geophysical Professions Act</i> SA 1981, Chapter E-11.1 RSA 1980, Chapter H-3.5
<b>Statutory Restrictions</b>	Only licensed practitioners may practice or use the titles: "Professional Engineer", "P.Eng.", "Engineer", "Professional Geologist", "P.Geol.", "Geologist", "Professional Geophysicist", "P.Geoph.", "Geophysicist"
<b>Assessment Procedure</b>	
<b>Education</b>	Degree in Engineering, Geology, or Geophysics from a university program approved by the Board of Examiners or equivalent qualifications demonstrated by passing such examinations as may be required by the Board.
<b>Application for Registration</b>	All apply to the Association of Professional Engineers, Geologists and Geophysicists of Alberta. The academic qualifications and work histories are reviewed by the Board of Examiners. Applicants may be required to complete confirmatory examination or academic upgrading.
<b>Examinations</b>	All applicants must take a professional practice examination as set by the Board of Examiners. Applicants who are not graduates of an approved engineering program must complete confirmatory examination in their field of practice.
<b>Practical Experience</b>	All applicants must complete two years of experience satisfactory to the Board of Examiners in the practice of engineering, geology or geophysics subsequent to university graduation in Engineering, Geology or Geophysics.



## INVENTORY AND REQUIREMENTS OF THE PROFESSIONS

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	Applicants who meet their academic qualifications by completing examinations as prescribed by the Board of Examiners must complete 6 years of engineering, geological or geophysical work, at least 1 of which must be obtained subsequent to meeting the academic requirements, of a nature satisfactory to the Board.
<b>Language Testing</b>	Applicants whose first languages in not English must write the TOEFL and attain a score of 600.
<b>Appeals</b>	Applicants may appeal a decision of the Board of Examiners. Appeals should be directed to the Executive Director of the Association of Engineers, Geologists and Geophysicists.
<b>Contact</b>	Alberta Association of Engineers, Geologists and Geophysicists 1500 Scotia Place, Tower One 10060 Jasper Avenue Edmonton, Alberta T5J 4A2 (403) 426-3990

## FORESTRY

<b>Regulatory Body</b>	Alberta Registered Foresters Association
<b>Legislation</b>	<i>Forestry Profession Act</i> SA 1985 Chapter F-15.5 Sections 1 and 51 proclaimed
<b>Statutory Restrictions</b>	No person except a registered professional forester shall use the name "Registered Professional Forester" or "Registered Forester" or the initials "R.P.F."
<b>Assessment Procedure</b>	
<b>Education</b>	<p>Applicants must have completed a University of Alberta B.Sc. in Forestry or a degree in forestry which is substantially equivalent to the University of Alberta program and was attained at a recognized educational institution.</p> <p>Graduates from the University of Alberta program may apply directly to the Alberta Registered Professional Foresters Association (ARPFA) for registration purposes; all others must apply to the Universities Coordinating Council (UCC) Professional Examination Board in Forestry for academic assessment. Applicants are required to submit a transcript from each postsecondary institution attended. They may also be required to submit course outlines or course descriptions.</p>
<b>Practical Experience</b>	Two years of professional experience while registered as a forester-in-training in Alberta, at least four months of which must consist of practical experience approved by the Registration Committee of ARPFA.
<b>Examinations</b>	Examinations or courses may be assessed as deemed necessary by the UCC Professional Examinations Board in Forestry.
<b>Language Testing</b>	Applicants whose first language is not English must write the TOEFL and attain a score of 600.
<b>Appeals</b>	Appeals regarding academic assessments or examinations may be made to the Professional Examinations Board in Forestry, c/o the Universities Coordinating Council, Professional Examinations Office.

## INVENTORY AND REQUIREMENTS OF THE PROFESSIONS

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### **Contacts**

Registered Professional Foresters of Alberta  
#55 Commonwealth Building  
9912 - 106 Street  
Edmonton, Alberta  
T5K 1C5  
(403) 425-3149

Universities Coordinating Council (UCC)  
Professional Examinations Office  
Suite 740, 8303 - 112 Street  
Edmonton, Alberta  
T6G 1K4  
(403) 492-6862

## HEARING AID PRACTITIONERS

<b>Regulatory Body</b>	Health Disciplines Board
<b>Legislation</b>	<b>Health Disciplines Act</b> RSA 1980, Chapter H-3.5 Regulation 95/88
<b>Statutory Restrictions</b>	Only registered practitioners may use the title "Hearing Aid Practitioner."
<b>Assessment Procedure</b>	
<b>Application for Registration</b>	A person who applies for registration as a hearing aid practitioner must submit to the Registrar of the Alberta Hearing Aid Practitioners Association (AHAPA) a completed application form, proof of his/her educational training, and (any) applicable fees.
<b>Education and Experience</b>	A person is eligible to become a registered hearing aid practitioner if that person has satisfactorily completed a program of studies that has been approved by the Health Disciplines Board, or a program of studies that is substantially equivalent. Moreover, within the three years preceding the date of application for registration, the person must have practised as a hearing aid practitioner for at least 630 hours or satisfactorily completed a refresher program approved by the Board.
<b>Examinations</b>	There is no provincial registration examination for hearing aid practitioners. However, a prospective registrant may be required by the Registration Committee of the AHAPA to take an examination in conjunction with a training or refresher program.
<b>Language Testing</b>	None
<b>Appeal</b>	All persons are notified in writing of any decisions regarding their applications for registration. If an application for registration is denied, the applicant is informed of the reason(s) for the decision, and encouraged to bring additional pertinent information to the attention of the Registration Committee of the AHAPA. All applicants have the right to appeal registration decisions to the Health Disciplines Board.

## INVENTORY AND REQUIREMENTS OF THE PROFESSIONS

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### **Contacts**

Alberta Hearing Aid Practitioners Association  
10989 - 124 Street  
Edmonton, Alberta  
T5M 0H9  
(403) 451-4718

Health Disciplines Board  
Professions and Occupations Bureau  
5th Floor, Kensington Place  
10011 - 109 Street  
Edmonton, Alberta  
T5J 3S8  
(403) 427-2655



## HOME ECONOMICS

<b>Regulatory Body</b>	Alberta Home Economics Association
<b>Legislation</b>	<i>Professional and Occupational Associations Registration Act</i> RSA 1985, Chapter P-18.5
<b>Statutory Restrictions</b>	Only a registered practitioner may use the title "Professional Home Economist" or the abbreviations "P.H.Ec" or "PHEc".
<b>Assessment Procedure Education</b>	<p>Completion of the University of Alberta four year B.Sc. in Home Economics specializing in Clothing and Textiles, Family Studies, or Food and Nutrition or completion of a program of studies which is substantially equivalent to the University of Alberta B.Sc. in Home Economics from a recognized educational institution.</p> <p>Note: Three year degrees in Home Economics are acceptable up to 1972. Other three year degrees from institutions other than the University of Alberta will be compared to the University of Alberta three year degree for substantial equivalence.</p>
<b>Application for Registration</b>	<p>Graduates from the University of Alberta may apply directly to the Alberta Home Economics Association for registration purposes; all others must apply to the Universities Coordinating Council (UCC) Professional Examination Board in Home Economic for academic assessment. Applicants are required to submit a transcript from each postsecondary institution attended. They may also be required to submit course outlines or course descriptions.</p>
<b>Practical Experience</b>	<p>Applicants must complete a total of 12 months of work experience that has been determined to be acceptable to the Registration Committee of the Alberta Home Economics Association which was completed under the supervision of a Professional Home Economist or equivalent.</p> <p>Note: Experience which may be deemed equivalent must have been acquired over a period of not more than five years prior to the date of the application for registration as a Professional Home Economist and has been determined to be acceptable by the</p>

## INVENTORY AND REQUIREMENTS OF THE PROFESSIONS

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	Registration Committee of the Alberta Home Economics Association.
<b>Examinations and Retraining</b>	Examinations or courses may be assessed by the Universities Coordinating Council Professional Examinations Board in Home Economics.
<b>Language Testing</b>	None
<b>Appeals</b>	Appeals regarding academic assessments or examinations may be made to the Professional Examinations Boards in Home Economics, c/o the Universities Coordinating Council, Professional Examinations Office.
<b>Contacts</b>	Alberta Home Economics Association (AHEA) Box 4688 Edmonton, Alberta T6E 5G5 (403) 483-7863  Universities Coordinating Council Professional Examinations Office Suite 740, 8303 - 112 Street Edmonton, Alberta T6G 1K4 (403) 492-6850

## INTERIOR DESIGNERS

<b>Regulatory Body</b>	The Alberta Association of Architects
<b>Legislation</b>	<i>Architects Act</i> RSA 1980, Chapter A-44.1
<b>Statutory Restrictions</b>	Only registered licensed practitioners may practice architecture and use the title "Licensed Interior Designer".
<b>Assessment Procedure</b>	
<b>Education</b>	Degree in Interior Design from a recognized postsecondary institution or equivalent.
<b>Application for Registration</b>	<p>All applicants must be certified by the Universities Coordinating Council (UCC). The UCC will consider other combinations of education and experience. Individuals applying without degrees will be required to pass examinations designed to test knowledge acquired outside of recognized programs of study.</p> <p>Once an applicant has been certified by the UCC, they must contact the Alberta Association of Architects to begin three years of supervised practical experience. After 18 months of experience, applicants are eligible to write the registration examinations.</p>
<b>Practical Experience</b>	Minimum requirement of three years of practical training in specified areas. Two years must be completed under a qualified Architect or Licensed Interior Designer. Twelve months of the two years must be in Alberta. Practical experience is assessed by the Professional Association based on regulations established in consultation with government.
<b>Examinations</b>	All applicants must take the Professional Practice Examination in Interior Design which consists of two three hour examinations designed to test the content of practical training.
<b>Language Testing</b>	None
<b>Retraining</b>	The UCC will consider university degrees and other combinations of education and experience. Educational equivalents acquired outside a recognized postsecondary institution will be tested.

## INVENTORY AND REQUIREMENTS OF THE PROFESSIONS

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### **Appeals**

Appeals of the educational assessment of the UCC may be made to the Professional Examinations Board in Architecture.

### **Contacts**

Alberta Association of Architects  
Duggan House  
10515 Saskatchewan Drive  
Edmonton, Alberta  
T6E 4S1  
(403) 432-0224

Universities Coordinating Council  
Professional Examinations Office  
University of Calgary  
2500 University Drive NW  
Calgary, Alberta  
T2N 1N4  
(403) 220-7066

Canadian Architectural Certification Board  
50 Park Street  
Toronto, Ontario  
M4W 2N5  
(416) 968-2453

## LAND SURVEYORS

<b>Regulatory Body</b>	Alberta Land Surveyors Association
<b>Legislation</b>	<i>Land Surveyors Act</i> SA 1981, Chapter L-4.1
<b>Statutory Restrictions</b>	Only licensed practitioners may practice land surveying or use the title "Land Surveyor".
<b>Assessment Procedure</b>	
<b>Education</b>	<p>Candidates must have graduated from a recognized two year technical school program in surveying and mapping, or the equivalent. Since there are only a few degree programs in Canada, the western provinces have formed a common board to administer a set of academic examinations which were deemed to be equivalent to a degree program. This is the Western Canadian Board of Examiners for Land Surveying.</p> <p>All applicants wanting certification must submit a summary of all academic education and training together with an official transcript of marks from their postsecondary schools. A certified copy of their diploma, degree, certificate or other evidence of academic standing must be submitted. Official transcripts must be sent directly from the educational institution to the Board.</p>
<b>Examinations</b>	<p>The candidate must take examinations in each subject from Schedules I and II, unless the candidate demonstrates to the satisfaction of the Board that they have sufficient knowledge to be eligible for such an exemption. The candidate has four consecutive years to complete each schedule. A bibliography can be obtained for each subject. The candidate must register no later than December 1 prior to the next February examination.</p> <p>Upon completing the Articles the candidate must take four written professional examinations. These three hour examinations are on the practical and professional aspects of land surveying in Alberta and must all be passed with a 60 percent average.</p> <p>After completing the professional examinations and period of articles the candidate can present himself for the qualifying examination. This is based on general survey practice and professional ethics. The</p>



## INVENTORY AND REQUIREMENTS OF THE PROFESSIONS

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	<p>candidate presents an oral defence on a technical report submitted by the candidate.</p> <p>After completing the qualifying examination, an articulated candidate may apply for registration as an Alberta Land Surveyor.</p>
<b>Training</b>	<p>When the candidate has taken and passed (60 percent ) all examinations from Schedules I and II they shall be given a "Certificate of Completion". The candidate is eligible to Article with a practising Alberta Land Surveyor for a period of two years.</p>
<b>Language Testing</b>	<p>None</p>
<b>Appeals</b>	<p>Applicants can send a written appeal to the Board regarding any decision or examination result issued. This must be submitted within 30 days of receiving the decision.</p>
<b>Contacts</b>	<p>Alberta Land Surveyors' Association 11403 - 115 Avenue Edmonton, Alberta T5M 3B8 (403) 452-7662</p> <p>The Registrar Western Canadian Board of Examiners for Land Surveyors c/o Department of Surveying Engineering University of Calgary 2500 University Drive NW Calgary, Alberta T2N 1N4</p>

## LAWYERS

<b>Regulatory Body</b>	The Benchers of the Law Society of Alberta
<b>Legislation</b>	<i>Legal Profession Act</i> RSA 1990, Chapter L-9.1
<b>Statutory Restrictions</b>	Only licensed practitioners may practice law and use the titles "Barrister" or "Solicitor".
<b>Assessment Procedure</b>	
<b>Education</b>	All applicants must have received or is entitled to receive a degree in law from a university in Alberta or/has received or is entitled to receive a degree in law from a university outside of Alberta that in the opinion of the Universities Coordinating Council (UCC), is equivalent to the degree of Bachelor of Laws granted by a university in Alberta.
<b>Application for Registration</b>	All applicants must apply directly to the University Coordinating Council.
<b>Professional Training</b>	Student-at-law: A candidate must apply to the Secretary of the Law Society of Alberta, once academic equivalency has been approved by Universities Coordinating Council, the student can start the Articles of Clerkship. This is one year training under the supervision of an qualified active member of the Society. The lawyer's practice must provide a reasonable opportunity for the instruction and training of the student-at-law in the general practice of the profession of a barrister and solicitor. Students must also attend the Bar Admission Course offered by the Society.
<b>Examinations</b>	Prior to entering law school candidates must have taken the Law School Admission Test (LSAT). In addition, all candidates must write the Bar Admission Examination. Other Examinations may be assessed by the UCC for those individuals educated outside of Alberta.
<b>Language Testing</b>	None
<b>Appeals</b>	Appeals regarding academic assessments or examinations may be made to the Professional Examinations Board in Law, c/o the Universities Coordinating Council, Professional Examinations Office.

## INVENTORY AND REQUIREMENTS OF THE PROFESSIONS

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### **Contacts**

The Law Society of Alberta  
600, 919 - 11 Avenue S.W.  
Calgary, Alberta  
T2R 1P3  
(403) 229-4700  
1-800-661-9003

Universities Coordinating Council  
Professional Examinations Office  
University of Calgary  
2500 University Drive NW  
Calgary, Alberta  
T2N 1N4  
(403) 220-7066

## APPENDIX X

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### LICENSED PRACTICAL NURSES

<b>Regulatory Body</b>	Health Disciplines Board
<b>Legislation</b>	<i>Health Disciplines Act</i> RSA 1980, Chapter H-3.5 Nursing Assistants Regulation 306/86 and 382/90
<b>Statutory Restrictions</b>	Only registered practitioners may use the title "Registered Nursing Assistant", "R.N.A.", or "Registered Nursing Orderly", "R.N.O.", or "Licensed Practical Nurse", L.P.N."
<b>Assessment Procedure</b>	
<b>Application for Registration</b>	An applicant must complete and submit the initial registration application form, two character reference forms and proof of their educational training to the professional association.
<b>Education and Experience</b>	<p>Applicants must have completed a program approved by the Health Disciplines Board, or a substantially equivalent program, within the four years preceding the date of the application; <b>or</b> have been employed as a licensed practical nurse, or in an equivalent position, for at least 1000 hours within the four years preceding the date of the application; <b>or</b> have successfully completed a refresher program approved by the Health Disciplines Board within the four years preceding the date of the application. If the applicants do not meet all of the basic registration requirements, they are is advised on how deficiencies may be overcome.</p> <p>Alberta Vocational Colleges in Edmonton, Calgary and Grouard offer a ten month training program. Applicants who have not worked in the profession for a period of time or foreign applicants may be required to complete a refresher program. The applicant is referred to College for assessment. The assessment consists of two days of testing to determine knowledge of practical nursing and procedure skills. After the assessment, the applicant is advised either of acceptance or on what further action is necessary to obtain registration.</p>
<b>Examination</b>	All applicants are required to successfully pass the Canadian Nurses Association Training Service (CNATS) examination.

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Applicants may be temporarily registered for no longer than one year if they have completed all other registration requirements and are waiting to write the CNATS examination. Temporary registration may not be renewed.

### **Language Testing**

None

### **Appeals**

All applicants are notified in writing of any registration decision. If an applicant's registration is denied, the applicant is notified in writing of reasons for this decision. Applicants are encouraged to bring additional information to the attention of the professional association's Registration Committee. All applicants have the right to appeal registration decisions to the Health Disciplines Board.

### **Contacts**

Professional Council of Licensed Practical Nurses  
10604 - 170 Street  
Edmonton, Alberta  
T5S 1P3  
(403) 484-8886

Health Disciplines Board  
Alberta Professions and Occupations Bureau  
5th Floor, Kensington Place  
10011 - 109 Street  
Edmonton, Alberta  
T5J 3S8  
(403) 427-2655



## LOCAL GOVERNMENT MANAGERS

<b>Regulatory Body</b>	Society of Local Government Managers
<b>Legislation</b>	<i>Professional and Occupational Associations Registration Act</i> RSA 1985, Chapter P-18.5
<b>Statutory Restrictions</b>	Only a Certified Local Government Manager may use the title "Certified Local Government Manager" or the abbreviations "CLGM" or "C.L.G.M."
<b>Assessment Procedure Education</b>	<p>Registration as a Certified Local Government Manager requires the successful completion of the University of Alberta's Local Government Certificate Program and Senior Executive Fellows Program, or the applicant must have completed a program which is substantially equivalent to the Universities of Alberta's Local Government Certificate Program and Senior Executive Fellows Program, or the applicant must have at least 25 years of experience in the practice of local government management which is acceptable to the Registration Committee of the Society of Local Government Managers of Alberta (at least five years of experience must be served in the capacity of chief administrative officer) and applies for registration prior to March 15, 1992.</p> <p>Applicants may also register as an Associate Member which requires the successful completion of the University of Alberta's Local Government Certificate Program. The applicant must also be either a certified management accountant, a certified general accountant or a chartered accountant, or have a postsecondary degree, diploma or certificate in business administration, public administration that is approved by the UCC, and must be actively working toward the completion of the Senior Executive Fellows Program offered by the University of Alberta.</p>
<b>Application for Registration</b>	Graduates from the University of Alberta who have completed both the Local Government Certificate Program and Senior Executive Fellows Program may apply directly to the Society for certification. All other must apply to the UCC Professional Examinations Board in Local Government Managers for academic assessment.

## INVENTORY AND REQUIREMENTS OF THE PROFESSIONS

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<b>Practical Experience</b>	An applicant for registration as a Local Government Manager must have a least five years experience in the practice of local government management which is acceptable to the Registration Committee of the Society.
<b>Examinations</b>	Examinations or courses may be assessed by the UCC Professional Examination Board.
<b>Language Testing</b>	None
<b>Appeals</b>	Appeals regarding academic assessments or examinations may be made to the Professional Examinations Board c/o the Universities Coordinating Council.
<b>Contacts</b>	<p>Society of Local Government Managers Box 308 Bruderheim, Alberta T0B 0S0 (403) 796-3836</p> <p>Universities Coordinating Council (UCC) Professional Examinations Office Suite 740, 8303 - 112 Street Edmonton, Alberta T6G 1K4 (403) 492-6850</p>

## MEDICAL RADIATION TECHNOLOGISTS

<b>Regulatory Body</b>	Health Disciplines Board
<b>Legislation</b>	<i>Health Disciplines Act</i> RSA 1980, Chapter H-3.5 Medical Radiation Technician Regulation 327/85 and 286/89
<b>Statutory Restrictions</b>	Only registered practitioners may use the titles "Radiographic Technologist", "R.T.R."; "Radiation Oncology Technologist or Radiation Therapy Technologist", "R.T.T."; or "Nuclear Medicine Technologist", "R.T.N.M."
<b>Assessment Procedure</b>	
<b>Education and Experience</b>	<p>Applicants must have completed a program approved by the Health Disciplines Board, or a substantially equivalent program, within the two years immediately preceding the date of the application; <b>or</b> have been employed as a Medical Radiation Technologist, or in an equivalent position, for at least 480 working hours in a particular area of practice within the five years immediately preceding the date of the application; <b>or</b> have satisfactorily completed a refresher program approved by the Health Disciplines Board within the two years immediately preceding the date of the application. Programs consist of academic studies and clinical training. If an applicant does not meet all of the basic registration requirements, they are advised on how deficiencies may be overcome.</p> <p>A two year Medical Radiation Technology program is offered at the Northern Alberta Institute of Technology (NAIT). A correspondence refresher program may also be arranged through NAIT. A two year program for Nuclear Medicine Technology and a 27 month program in Radiation Oncology are offered at the Southern Alberta Institute of Technology (SAIT).</p> <p>Foreign candidates' transcripts are assessed by the Canadian Association of Medical Radiation Technologists(CAMRT). Candidates are required to complete theory and clinical examinations.</p>

## INVENTORY AND REQUIREMENTS OF THE PROFESSIONS

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### **Application for Registration**

An applicant must complete and submit the initial registration application form, two character reference forms and proof of his/her educational training to the professional association.

### **Examinations**

All applicants are required to successfully pass the CAMRT Certification Examination.

Candidates may receive nonrenewable temporary registration for a maximum two year period if they have completed all other registration requirements and are waiting to write the registration examination.

### **Appeals**

All applicants are notified in writing of any registration decision. If an application is denied, the applicant is notified in writing of reasons for this decision. Applicants are encouraged to bring additional information to the attention of the professional association's Registration Committee. All applicants have the right to appeal registration decisions to the Health Disciplines Board.

### **Contacts**

Alberta Association of Medical  
Radiation Technologists  
Suite 1, Second Floor  
2210 - 39 Street N.  
Lethbridge, Alberta  
T1H 5J2  
(403) 320-9729

Health Disciplines Board  
Alberta Professions and Occupations Bureau  
5th Floor, Kensington Place  
10011 - 109 Street  
Edmonton, Alberta  
T5J 3S8  
(403) 427-2655

## OCCUPATIONAL THERAPISTS

<b>Regulatory Body</b>	Alberta Association of Registered Occupational Therapists
<b>Legislation</b>	<i>Occupational Therapy Profession Act</i> SA 1987. Chapter 0-2.5
<b>Statutory Restrictions</b>	No person except a registered Occupational Therapist shall use the name "Occupational Therapist" or any abbreviation of those words alone or in combination with any other word.
<b>Assessment Procedure</b>	
<b>Education</b>	Applicants must have completed the University of Alberta degree in Occupational Therapy, or a baccalaureate in Occupational Therapy which has been deemed substantially equivalent and was received from a recognized educational institution.
<b>Application for Registration</b>	<p>Applicants from the University of Alberta may apply directly to the Alberta Association of Registered Occupational Therapists (AAROT) for registration purposes; all others must apply to the Universities Coordinating Council (UCC) Professional Examinations Board in Occupational Therapy for academic assessment.</p> <p>Applicants are required to submit to the UCC, a transcript from each postsecondary institution attended and confirmation of their fieldwork (minimum requirement 1000 hours). They may also be required to submit course outlines or course descriptions.</p> <p>Alberta graduates and applicants who have met all the UCC requirements must apply to the Alberta Association of Registered Occupational Therapists (AAROT).</p> <p>Note: Applicants may be eligible for a "Restricted Permit" if they are in the process of completing some of the eligibility requirements (for example, the certification examination).</p>
<b>Examinations</b>	All candidates must successfully complete the certification examination currently offered by the Canadian Association of Occupational Therapists. The Professional Examination Board may require candidates to write examinations in areas of



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	Occupational Therapy they feel were not adequately covered in the candidates university program.
<b>Language Testing</b>	Those applicants whose occupational therapy program was not in English are required to take the TOEFL (score 580) and the TSE (score 200).
<b>Retraining</b>	This would be determined by the UCC and AAROT once evaluation of the credentials was complete.
<b>Appeals</b>	Appeals regarding academic assessments or examinations may be made to the Universities Coordinating Council, Professional Examinations Office.
<b>Contacts</b>	<p>Alberta Association of Registered Occupational Therapists Suite 311 4245 - 97 Street Edmonton, Alberta T6E 5Y7 (403) 436-8381</p> <p>Universities Coordinating Council Professional Examinations Office c/o University of Alberta Suite 740, 8303 - 112 Street Edmonton, Alberta T6G 1K4 (403) 492-6850</p> <p>Canadian Association of Occupational Therapists 110 Eglinton Avenue West, 3rd Floor Toronto, Ontario M4R 1A3 (416) 487-5404</p>

**OPTOMETRISTS**

<b>Regulatory Body</b>	Alberta Association of Optometrists
<b>Legislation</b>	<i>Optometry Profession Act</i> SA 1983, Chapter 0-10
<b>Statutory Restrictions</b>	Only licensed practitioners may practice optometry and use the title "Optometrist".
<b>Assessment Procedure Education</b>	<p>The Professional Examinations Board in Optometry, of the Universities Coordinating Council (UCC), is responsible for reviewing academic qualifications. All candidates must be graduates of an optometry school recognized by the Council on Optometric Education.</p> <p>Most foreign applicants will be required to take one to two years of study at a recognized North American university.</p>
<b>Examinations</b>	The Optometry Association holds examinations for new applicants once a year. These examinations are three days in length and test candidates on theoretical and clinical knowledge.
<b>Language Testing</b>	None
<b>Practical Experience</b>	Clinical training is covered during the specialized university training.
<b>Retraining</b>	Most foreign candidates will require one to two years training at a recognized North American university.
<b>Appeals</b>	Appeals regarding academic assessments or examinations may be made to the Professional Examinations Board in Optometry, c/o the Universities Coordinating Council, Professional Examinations Office.

## INVENTORY AND REQUIREMENTS OF THE PROFESSIONS

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### **Contacts**

Alberta Association of Optometrists  
Suite 902, 11830 Kingsway Avenue  
Edmonton, Alberta  
T5G 0X5  
(403) 451-6824

Universities Coordinating Council  
Professional Examinations Office  
The University of Calgary  
2500 University Drive NW  
Calgary, Alberta  
T2N 1N4  
(403) 220-7066

**PHARMACISTS**

<b>Regulatory Body</b>	Alberta Pharmaceutical Association
<b>Legislation</b>	<i>Pharmaceutical Profession Act</i> SA 1988. Chapter P-7.1
<b>Statutory Restrictions</b>	No person except a registered Occupational Therapist shall use the terms "Pharmacist", "Pharmaceutical Chemist", "Druggist" or "Apothecary" or any similar designation or any suffix, prefix, word or title or designation or otherwise, implying that he is registered as a member of the Association or engaged in or entitle to engaged in the practice of pharmacy.
<b>Assessment Procedure</b>	
<b>Education</b>	Applicants must have completed an undergraduate degree in Pharmacy from an approved faculty of pharmacy or a program which has been deemed substantially equivalent.
<b>Application for Registration</b>	All applicants may apply directly to the Alberta Pharmaceutical Association.
<b>Examinations</b>	Candidates are required to complete a provincial registration examination prior to registration with the association.
<b>Language Testing</b>	None
<b>Appeals</b>	Appeals regarding academic assessments may be made to the Registration Committee of the Association.
<b>Contacts</b>	Alberta Pharmaceutical Association 10615 - 124 Street Edmonton, Alberta T5N 1S5 (403) 488-8152

## INVENTORY AND REQUIREMENTS OF THE PROFESSIONS

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### PHYSICAL THERAPISTS

<b>Regulatory Body</b>	College of Physical Therapists of Alberta
<b>Legislation</b>	<i>Physical Therapy Profession Act</i> SA 1984, Chapter P-7.5
<b>Statutory Restrictions</b>	Only those people registered as a physical therapist may use the title "Physical Therapist" or any abbreviation of those words alone or in combination with any other word.
<b>Assessment Procedure</b>	
<b>Education</b>	<p>Successful completion of the University of Alberta four year degree program in Physical Therapy, or completion of a four year degree program in Physical Therapy from a recognized educational institution which is deemed to be substantially equivalent to the University of Alberta program.</p> <p>Graduates from the University of Alberta may apply directly to the College of Physical Therapists of Alberta (CPTA) for registration purposes; all others must apply to the Universities Coordinating Council (UCC) Professional Examination Board in Physical Therapy for academic assessment.</p> <p>Note: Applicants academic credentials may also be accepted if they have successfully completed the Canadian Physiotherapy Association (CPA) written examination and subsequent four month clinical residency at an approved hospital. Applicants are required to submit a transcript from each postsecondary institution attended as well as have the CPA forward confirmation of the successful completion of the written examination, and the clinical residency to the UCC for their review.</p>
<b>Application for Registration</b>	Applicants are required to submit a transcript from each postsecondary institution attended and confirmation of clinical hours and areas. Applicants may be required to submit course outlines or course descriptions.
<b>Examinations</b>	Examinations or courses may be assessed as deemed necessary by the UCC Professional Examinations Board in Physical Therapy.



## APPENDIX X

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<b>Language Testing</b>	Applicants whose first language is not English will be required to pass the TOEFL (score 580) and TSE (score 200).
<b>Appeals</b>	Appeals regarding academic assessments or examinations may be made to the Professional Examinations Board in Physical Therapy, c/o the Universities Coordinating Council, Professional Examinations Office.
<b>Contacts</b>	<p>College of Physical Therapists of Alberta 302, 6020 104 Street Edmonton, Alberta T6H 5S4 (403) 438-0338</p> <p>Universities Coordinating Council Professional Examinations Office Suite 740, 8303 112 Street Edmonton, Alberta T6G 1K4 (403) 492-6850</p> <p>Canadian Physiotherapy Association 890 Yonge Street, 9th Floor Toronto, Ontario M4W 3P4 (416) 924-5312 1-800-387-8679</p>

## INVENTORY AND REQUIREMENTS OF THE PROFESSIONS

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### PHYSICIANS

<b>Regulatory Body</b>	Alberta College of Physicians and Surgeons
<b>Legislation</b>	<i>Medical Profession Act</i> RSA 1980, Chapter M-12
<b>Statutory Restrictions</b>	Only licensed practitioners may practise medicine or use the title "Physician".
<b>Assessment Procedure</b>	
<b>Current Registration Procedure</b>	<p>Graduates from a foreign medical school recognized by the World Health Organization Medical School Directory. Graduates are required to pass the Evaluating Examination of the Medical Council of Canada, before applying for a postgraduate medical training position in Canada.</p> <p>Applicants applying for licensure in the province of Alberta are required to complete two years of approved postgraduate training. The Canadian Intern Matching Service (CIMS) provides a national matching program; however this does not guarantee a position for the applicant.</p>
<b>Proposed Registration Procedures Effective November 1993</b>	<p>There are four stages to interprovincial portability of medical licensure:</p> <ol style="list-style-type: none"><li>1. Successful completion of Part 1 of the Qualifying Exam of the Medical Council of Canada. To qualify for this examination, applicants must be<ul style="list-style-type: none"><li>● a graduate of an accredited medical school in Canada or the United States, or</li><li>● a graduate of a foreign medical school recognized by the World Health Organization Medical School Directory or a U.S. osteopathy program, and have passed the Evaluating Exam of the Medical Council of Canada.</li></ul></li><li>2. Successful completion of Part 2 of the Qualifying Exam of the Medical Council of Canada. To be eligible, an applicant must have completed 12 months of postgraduate medical training (available to all applicants in November 1993); and</li></ol>

3. Receive the Licentiate of the Medical Council and be registered in the Canadian Medical Register; and
4. Have certification from the Royal College of Physicians and Surgeons of Canada or from the College of Family Physician of Canada.

By meeting all four requirements, physicians are guaranteed interprovincial portability of their credentials. Failure to meet any of these requirements restricts the granting of medical licensure to the discretion of each provincial licensing authority.

Conditional licenses may also be issued at the discretion of the College of Physicians and Surgeons of Alberta. These licenses would not be portable between provinces. The restricted licensure provides a flexible process for each province to Contacts regional and specialty shortages. The following types of physicians would not have their credential recognized for interprovincial portability:

- physicians certified in family medicine or speciality programs, but who do not have the Licentiate of the Medical Council, or
- physicians who have the Licentiate of the Medical Council but do not have a certificate in family medicine or specialty programs from either the Canadian College of Family Physicians of Canada or the Royal College of Physicians and Surgeons of Canada.

### Language Testing

None

### Appeals

Applicants must contact the College of Physicians and Surgeons for more information about the various appeal processes.

### Contacts

College of Physicians and Surgeons of Alberta  
The Registrar  
9901 - 108 Street  
Edmonton, Alberta  
T5K 1G9

The Medical Council of Canada  
Box 8234  
Ottawa, Ontario  
K1G 3H7

## INVENTORY AND REQUIREMENTS OF THE PROFESSIONS

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The Royal College of Physicians and Surgeons of  
Canada (for specialists)  
74 Stanley Avenue  
Ottawa, Ontario  
K1M 1P4

Canadian Intern & Resident Matching Service  
151 Slater Street  
Suite 802  
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K1P 5H3  
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## PSYCHIATRIC NURSES

<b>Regulatory Body</b>	Health Disciplines Board
<b>Legislation</b>	<i>Health Disciplines Act</i> RSA 1980, Chapter H-3.5 Psychiatric Nurse Regulation 509/87
<b>Statutory Restrictions</b>	Only registered practitioners may use the title "Psychiatric Nurse", "P.N.", or Registered Psychiatric Nurse", "R.P.N."
<b>Assessment Procedure</b>	
<b>Education and Experience</b>	<p>Applicants must have successfully completed a program approved by the Health Disciplines Board, or a substantially equivalent program, within the four years immediately preceding the date of the application; <b>or</b> have completed a refresher program approved by the Health Disciplines Board within the three years preceding the date of the application; <b>or</b> have worked as a psychiatric nurse, or in an equivalent position, for 1550 hours within the five years immediately preceding the date of the application. All psychiatric nurses are required to have theory and clinical practice in medical, surgical and psychiatric nursing. Applicants not meeting all basic registration requirements, are advised on how deficiencies may be overcome.</p> <p>In Alberta, Alberta Hospital Ponoka offers a two year psychiatric nurse program.</p>
<b>Application for Registration</b>	An applicant must complete and submit the initial registration application form, two character reference forms and proof of educational training to the professional association.
<b>Examination</b>	<p>All psychiatric nurses are required to pass the Psychiatric Nurses Association Registration Examination with a score of 60 percent or higher.</p> <p>A candidate may receive nonrenewable temporary registration for a maximum of 12 months if they have completed all other registration requirements and are waiting to write the registration examination.</p>



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<b>Language Testing</b>	All psychiatric nurses whose first language is not English must pass the TOEFL (score 550) and TSE (score 225).
<b>Appeals</b>	All applicants are notified in writing of any registration decision. If an applicant's registration is denied, the applicant is notified in writing of reasons for this decision. Applicants are encouraged to bring additional information to the attention of the professional association's Registration Committee. All applicants have the right to appeal registration decisions to the Health Disciplines Board.
<b>Contacts</b>	<p>Registered Psychiatric Nurses Association of Alberta 201, 9711 - 45 Avenue Edmonton, Alberta T6E 5V8 (403) 434-7666</p> <p>Health Disciplines Board Alberta Professions and Occupations Bureau 5th Floor, Kensington Place 10011 - 109 Street Edmonton, Alberta T5J 3S8 (403) 427-2655</p>

## PSYCHOLOGISTS

<b>Regulatory Body</b>	Psychologists Association of Alberta
<b>Legislation</b>	<i>Psychology Profession Act</i> SA 1985, Chapter P-25.01
<b>Statutory Restrictions</b>	Only registered practitioners may use the titles "Chartered Psychologist" or "Psychologist" or their abbreviations alone or in combinations with other words.
<b>Assessment Procedure</b>	
<b>Education</b>	<p>The minimum academic qualification for registration towards certification as a Chartered Psychologist is a Master's degree from an approved program in psychology.</p> <p>The Universities Coordinating Council (UCC) reviews the academic credentials of applicants twice a year to determine equivalency. An applicant may be required to take additional courses to fulfil any deficiencies.</p>
<b>Examinations</b>	<p>All applicants must complete the Examination for Professional Practice in Psychology (EPPP) and attain a mark of 60 percent or higher. The UCC administers the EPPP twice yearly.</p> <p>When an applicant has successfully completed the EPPP examination the UCC conducts an oral examination.</p>
<b>Practical Experience</b>	Once the academic credentials have been approved the applicant is eligible to register under the Provisional Charter. In order to become provisionally chartered the applicant must apply to the Psychologists Association. Once an applicant has registered under the Provisional Charter they must complete 900 hours of supervised practice within one year. It is recommended that applicants complete 450 hours of supervised practice before attempting the oral examination.
<b>Language Testing</b>	None
<b>Appeals</b>	Appeals regarding academic assessments or examinations may be made to the Professional Examinations Boards in Psychology, c/o the

## INVENTORY AND REQUIREMENTS OF THE PROFESSIONS

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	Universities Coordinating Council, Professional Examinations Office.
<b>Contacts</b>	<p>The Psychologists Association of Alberta Suite 400, Sunlife Place 10123 - 99 Street Edmonton, Alberta T5J 3H1 (403) 424-5070</p> <p>Universities Coordinating Council Professional Examinations Office c/o University of Alberta Edmonton, Alberta T6G 2E1 (403) 492-6850</p>

## PURCHASING MANAGERS

<b>Regulatory Body</b>	Alberta Institute of Purchasing Management Association
<b>Legislation</b>	<i>Professional and Occupational Associations Registration Act</i> RSA 1985, Chapter P-18.5
<b>Statutory Restrictions</b>	Only individuals who hold a certificate of registration and an annual membership card with the Association may use the title "Certified Professional Purchaser".
<b>Assessment Procedure</b>	
<b>Education</b>	Successful completion of the Professional Development Program of the Purchasing Management Associations of Canada, which is defined as a Level 4 certificate in addition to passing a Board of Examiners assessment of the candidate's suitability to represent the profession as a professional purchaser.
<b>Application for Registration</b>	Applicants not possessing the above requirements may present their educational credentials to the Universities Coordinating Council for equivalency determination. All other applicants may apply directly to the Alberta Institute Purchasing Management Association of Canada.
<b>Practical Experience</b>	<p>Purchasing experience is gained as the candidate proceeds through the four levels of the certificate program. For university graduates, three years of actual buying experience is required. For college graduates there is a four year buying experience requirement, and for high school graduates, or candidates who are 30 years of age or older, there is a six year buying experience requirement.</p> <p>Term "actual buying experience" for the purposes of this program is defined as the actual buying of goods or services or the supervision thereof, or the managerial responsibility for this function.</p>
<b>Examinations</b>	There are no prescribed professional development examinations, other than the examinations which are included in the Development Program.

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<b>Language Testing</b>	None
<b>Appeals</b>	Appeals regarding academic assessments or examinations may be made to the Professional Examinations Board c/o the Universities Coordinating Council.
<b>Contacts</b>	<p>Mr. R. M. Dechene, Registrar Alberta Institute of Purchasing Management Association of Canada 11762 - 106 Street Edmonton, Alberta T5J 2R1</p> <p>Purchasing Management Association of Canada 2 Carleton Street, Suite 815 Toronto, Ontario M5B 1J3</p> <p>Universities Coordinating Council Professional Examinations Office The University of Calgary 2500 University Dr. NW Calgary, Alberta T2N 1N4 (403) 220-7066</p>



## REGISTERED NURSES

<b>Regulatory Body</b>	Alberta Association of Registered Nurses
<b>Legislation</b>	<i>Nursing Profession Act</i> SA 1983, ch N-14.5
<b>Statutory Restrictions</b>	Only registered nurses or permit holders may engage in exclusive nursing practice. The use of the title "Registered Nurse" and the initials "R.N." is limited to registered practitioners.
<b>Assessment Procedure</b>	
<b>Education</b>	Applicants must have completed a basic nursing program in an approved nursing school in Alberta or a basic nursing program in general nursing education program which substantially to an approved school of nursing in Alberta at the time the program was taken.
<b>Application for Registration</b>	<p>Applicant must provide an official transcript confirming graduation from a basic nursing education program. All applicants are required to have theoretical and clinical preparation in medical, surgical, obstetrical, paediatric and psychiatric nursing.</p> <p>Applicants must provide documentation verifying licensure by the regulating body of another province, state or country and evidence that the applicants right to practise as a Registered Nurse in not revoked or under suspension as a result of a disciplinary proceeding in any other jurisdiction.</p>
<b>Examination</b>	All applicants must complete the Canadian Nurses Association Testing Services Nurse Registration Examination or the National League for Nursing State Board Test Pool Examinations with a score of at least 350 in a maximum of three writings.
<b>Practical Experience</b>	Documentation confirming 1125 hours or more of satisfactory nursing practice as a Registered Nurse or permit holder during the past five membership years, graduation from an approved school of nursing or successful completion of an approved nursing refresher course or the receipt of a degree in nursing are accepted in lieu of the 1125 hour requirement (if completed with the past five membership years).

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<b>Retraining</b>	If an applicant is unable to provide satisfactory evidence of satisfactory nursing practice within the past five years a refresher course may be required.
<b>Language Testing</b>	<p>All applicants for whom English is not the first language are required to provide evidence of competence in and a comprehension of the English language consisting of:</p> <ul style="list-style-type: none"><li>a. TOEFL score of at least 550 and TSE score of at least 200 or</li><li>b. a satisfactory reference confirming practice as a Registered Nurse or permit holder within the past three years. Only references from Canadian and United States health care agencies are accepted.</li></ul>
<b>Appeals</b>	An applicant whose application for registration as a Registered Nurse has been refused or deferred by the registration committee may request reconsideration or review within thirty days of receipt of the decision.
<b>Contact</b>	Alberta Association of Registered Nurses 11620 - 168 Street Edmonton, Alberta T5M 4A6 (403) 451-0043

## RESPIRATORY THERAPISTS

<b>Regulatory Body</b>	Health Disciplines Board
<b>Legislation</b>	Health Disciplines Act R.S.A. 1980, ch. H-3.5 Respiratory Therapists Regulation 328/85 and 195/89
<b>Statutory Restrictions</b>	Only registered practitioners may use the title "Respiratory Therapist".
<b>Assessment Procedure</b>	
<b>Application for Registration</b>	An applicant must complete and submit the initial registration application form, two character reference forms and proof of their educational training to the professional association.
<b>Education and Experience</b>	<p>Applicants must have completed a program approved by the Health Disciplines Board, or a substantially equivalent program, within 18 months immediately preceding the date of the application; <b>or</b> have been employed as a Respiratory Technologist, or in an equivalent position, for at least 240 hours within 18 months immediately preceding the date of the application; <b>or</b> have completed the training program or examination or both prescribed by the professional association's Registration Committee within the period prescribed by the Committee. Training programs consist of academic studies and clinical training.</p> <p>The Southern Alberta Institute of Technology offers a two year program in respiratory therapy. The Canadian Society of Respiratory Therapy has a reciprocity agreement with the USA, where a similar program is offered.</p>
<b>Examinations</b>	<p>All candidates must complete the registration examination approved by the Health Disciplines Board.</p> <p>Candidates who have completed all other registration requirements may be granted a maximum 18-month non-renewable temporary licence while waiting to write the registration examination.</p>

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### **Appeals**

All applicants are notified in writing of any registration decision. If an applicant's registration is denied, the applicant is notified in writing of reasons for this decision. Applicants are encouraged to bring additional information to the attention of the professional association's Registration Committee. All applicants have the right to appeal registration decisions to the Health Disciplines Board.

### **Contacts**

Alberta Society of Respiratory Therapists  
205, 4500 - 16 Avenue N.W.  
Calgary, Alberta  
T3M 0M6  
(403) 247-3132

Canadian Society of Respiratory Therapists  
102, 1785 Alta Vista Drive  
Ottawa, Ontario  
K1G 3Y6  
1-800-267-3422

**SOCIAL WORKERS**

<b>Regulatory Body</b>	Alberta Association of Social Workers
<b>Legislation</b>	<i>Social Workers Act</i> RSA 1980, Chapter S-17
<b>Statutory Restrictions</b>	Only registered practitioners may use the title "Registered Social Worker".
<b>Assessment Procedure</b>	
<b>Education</b>	<p>To obtain Registered Social Worker (RSW) an applicant must have a degree in social work from an approved school. The applicant must have had a practicum prior to graduation or one year of work experience. The Universities Coordinating Council (UCC), Professional Examination in Social Work Board evaluates the academic program to ensure it meets the standards of a Social Work degree from a Canadian university. A Certificate of Approval for Professional Registration will be sent to the association by the UCC.</p> <p>The applicant must make arrangements for transcripts to be sent directly from their university to the UCC. After receiving approval from the UCC applicants may submit an Application for Registration to Alberta Association of Social Work (AASW).</p> <p>Applicants with two year diplomas in Social Work or university degrees (other than social work) plus work experience may apply for registration. Applicants may be assessed exams to meet educational deficiencies. Note: There are categories of membership that do not require registration.</p>
<b>Work Experience</b>	An individual who has received professional social work education from an educational institution outside Canada or the U.S. must have completed a period of not less than the equivalent of one year of full-time practice experience in social work in Canada.
<b>Examinations</b>	Applicants may be required to complete upgrading courses or examinations as determined by the Universities Coordinating Council, Professional Examination Board in Social Work.
<b>Language Testing</b>	None



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**Appeals** Appeals regarding academic assessments or examinations may be made to the Professional Examination Board in Social Work c/o the Universities Coordinating Council, Professional Examinations Office.

**Contacts** Alberta Association of Social Workers  
100, 118311 - 123 Street  
Edmonton, Alberta  
T5L 0G7  
(403) 454-1426

Universities Coordinating Council  
Professional Examinations Office  
The University of Calgary  
2500 University Drive NW  
Calgary, Alberta  
T2N 1N4  
(403) 220-7066

## TEACHERS

<b>Regulatory Body</b>	Alberta Education
<b>Legislation</b>	<i>Teaching Profession Act</i> RSA 1980, Chapter T-3
<b>Statutory Restrictions</b>	Only practitioners granted a professional certificate by Alberta Education are authorized to teach in Alberta schools.
<b>Assessment Procedure Education</b>	The applicant must have a degree plus one year of teacher education from an institution acceptable to Alberta Minister of Education. Applicants trained outside of Canada must have valid certification as issued by a state or national government and a recognized university degree which is considered equivalent to a Bachelor of Education degree from a university in Alberta.
<b>Retraining</b>	If Teacher Evaluation finds a candidate lacking in any subject areas, the candidate will be asked to take additional university courses and submit the transcripts upon completion of the courses. This is often requested for foreign trained or out-of-province teachers.
<b>Professional Experience</b>	<p>If the applicant meets the requirements set out by the Department, an Interim Professional Certificate will be issued. The basic requirements are:</p> <ol style="list-style-type: none"> <li>1. a valid certificate issued by a state or national government;</li> <li>2. a recognized university degree which is equivalent to a Bachelor of Education degree from a university in Alberta.</li> </ol> <p>A teacher must successfully teach a minimum of two years in an Alberta school before the Department will issue a Permanent Professional Certificate. An Alberta Permanent Professional Certificate will only be issued to a Canadian Citizen. A certificate issued to any person who is not a Canadian Citizen will be cancelled seven years after the date of issue.</p>
<b>Salary Evaluation</b>	Once application is made to the Teacher Certification and Development Office then an application <u>must</u> be set to the Teacher Qualifications Service of the

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	Alberta Teachers' Association. This association sets salary based on approval by the Teacher Certification Office, education and past experience. This must be completed prior to teaching.
<b>Language Testing</b>	Those applicants whose first language is not English or French must complete a 30 minute, unrehearsed tape recorded interview conducted by someone in the teaching profession. The interview should deal specifically with matters related to teaching and the areas of academic specialization in which the applicant has been trained.
<b>Appeals</b>	If an applicant disagrees with the decision of an evaluation, they can first appeal to the registrar and further to the Certification Appeal Committee. If the applicant is dissatisfied with the evaluation contained on a qualifications statement issued, they may request a reassessment in writing. If the applicant is dissatisfied with the reassessment of their salary, they may appeal to the Teacher Salary Qualifications Board.
<b>Contacts</b>	<p>The Registrar Alberta Education Teacher Certification and Development Devonian Building 11160 Jasper Avenue Edmonton, Alberta T5K 0L2 (403) 427-2045</p> <p>Teacher Qualifications Service The Alberta Teachers' Association Barnett House, 11010 - 142 Street Edmonton, Alberta T5N 2R1 (403) 453-2411</p>

**VETERINARY MEDICINE**

<b>Regulatory Body</b>	Alberta Veterinary Medical Association
<b>Legislation</b>	<i>Veterinary Profession Act</i> SA 1984, Chapter V-3.1
<b>Statutory Restrictions</b>	Only licensed practitioners may practice veterinary medicine or use the title "Veterinarian".
<b>Assessment Procedure</b>	
<b>Education</b>	<p>Applicants must apply to the National Examining Board (NEB) to have their credentials evaluated. All applicants must have completed a program in veterinary medicine in Canada or the United States or a program of study which is recognized by the national government of the country in which the institution is located.</p> <p>An applicant who has met the National Examining Board requirements and has received a Certificate of Qualification is eligible to apply to the Alberta Veterinary Medical Association. After successful completion of a one day orientation program and examination applicants are eligible for registration.</p>
<b>Application for Registration</b>	All applicants may contact the Alberta Veterinary Medical Association for applications and information on the registration process.
<b>Examinations</b>	<p>The National Examining Board examination consists of three parts. All applicants must complete part A and B. Part C a clinical competency examination is completed by applicants who have not graduated from a Canadian or U.S. program.</p> <p>The Council of the Alberta Veterinary Medical Association may also request examinations and further clinical experience if they feel the applicant is lacking in any subject area. The applicant will be notified.</p>
<b>Temporary Registration</b>	The Registration Committee may approve a temporary registration for a maximum of 18 months to applicants who are working under the supervision of a licensed veterinarian. The applicant must be a graduate of a recognized veterinary program or have been accepted by the NEB as a candidate to sit the examinations.

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### **Appeals**

Applicants wishing to appeal the assessment of the National Examining Board must contact the Board for more information on the appeal process. Applicants may appeal a decision of the Alberta Veterinary Medical Association to the Council of the AVMA.

### **Contacts**

Alberta Veterinary Medical Association  
100, 8615 - 149 Street  
Edmonton, Alberta  
T5R 1B3  
(403) 489-5007

Canadian Veterinary Medical Association  
National Examining Board  
339 Booth Street  
Ottawa, Ontario  
K1R 7K1  
(613) 236-1162







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